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ABSTRACT

The 1987 volume of the Teachers of English to Speakers of Other Languages (TESOL) newsletter includes articles on developing exercises for use with films in the classroom; foreign students; professionalism and the master's degree in teaching English as a second language (ESL); international issues; the politics of ESL instruction; teachers in the computer laboratory; connecting with the community in intensive ESL; current directions in ESL; ESL as a profession; composition instruction; the textbook explosion; entering the field of teacher training; computer-mediated communication; teaching non-literate adults; ESL instruction in China; program self-evaluation; the teacher-student relationship; teaching ESL in Korean universities; British versus American English, and an employment concerns survey. Professional announcements, association notes, books and materials reviews, and notes on successful teaching techniques are also presented. (MSE)

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TESOL

NEWSLETTER

Vol. XXI No. 1

Teachers of English to Speakers of Other Languages

February 1987

Executive Board News Releases:

Richard L. Calkins Appointed Full-time Executive Director

The Executive Board, at its annual midyear meeting held the last week of September in Washington, D.C., took actions affecting TESOL's future administration.

The Board is pleased to announce that it has appointed Richard L. Calkins to the position of full-time executive director, effective July 1, 1987.

Richard Calkins comes to TESOL's executive directorship with an extensive background in international education, including senior administrative positions as well as teaching posts. He has had direct experience with the problems of secondary and college students learning content in English as a foreign

language. In addition, he has had both secondary and college teaching experience in the U.S. and Europe in political science, international politics, government, European history and psychology.

The executive director designate brings to TESOL excellent professional preparation and experience in business administration; he is well educated in management theory and practices, and has a strong record in financial planning and fund raising. Finally, Calkins is a resident of Washington, D.C. and has held positions there which have familiarized him with the associational resources of the metropolitan area.

It is expected that Mr. Calkins' expertise in business administration will serve TESOL well at this period in its development. An orientation program to acquaint him with TESOL's organizational structures and functions is already underway.

The June *TESOL Newsletter* will feature a full article by President Joan Morley about TESOL's new executive director. In the meantime, TESOL members and colleagues who attend TESOL '87 in Miami Beach will have an opportunity to meet Richard Calkins there in person.

Title of Emeritus to Be Bestowed on James E. Alatis

The title of TESOL's "Executive Director Emeritus" will be conferred upon James E. Alatis at the Presidential Banquet during the TESOL Convention in Miami Beach, April 21-25, 1987.

The 1983 Executive Board of TESOL decided to confer this title upon TESOL's first executive director (formerly called "executive secretary") who has held this position since TESOL's inception in 1966. The award has been confirmed by the present members of the Board, and it will take effect on July 1, 1987, when the newly designated full-time executive director takes office.

Alatis became the first appointed chief executive officer of TESOL at the same time that he became associate dean of the School of Languages and Linguistics at Georgetown University in Washington, D.C. In 1973 he became dean of the School, and continues in that position today. For Alatis' services as executive director, TESOL annually pays one-third of his salary as a dean at Georgetown—not to Alatis, but to the University.

By naming him "Executive Director Emeritus," TESOL wishes to honor Alatis for his dedication and indefatigable work, and to assure the organization of his continued presence and counsel.

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THANK YOU

In the April 1985 *TESOL Newsletter*, the Search Committee for a Full-time Executive Director invited your views as a member of TESOL concerning the nature of the position of full-time executive director of TESOL. In the April 1986 *TESOL Newsletter*, the Search Committee for a Full-time Executive Director invited your nominations and applications for the position in the formal announcement of the position.

It is now our turn as members of the Search Committee to thank the fellow members of TESOL for accepting our invitations for help. We learned a great deal about the strength of the organization through both the suggestions, nominations and applications you sent us.

Though as of September 1986, we have "stepped down" as an official committee, since our search was completed, we wanted to take this opportunity to express our gratitude to fellow members of TESOL, without whom we, of course, could not have done our work.

John F. Fanselow, chair
Howard Morarie
Elite Olshaitn
Marsha Robbins Santelli
Peter Strevens
and Rosemary Kovach Wallace, secretary to the Search Committee

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TESOL NEWSLETTER

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The *TESOL Newsletter* (TN) is published six times a year, February through December. It is available only through membership in TESOL or its affiliates. See back page for membership information.

TN welcomes news items from affiliates, interest sections, and organizations as well as announcements, calls for papers, conference and workshop reports and general information of interest to TESOL members everywhere. A length of approximately 300 words is encouraged for those items except for conference announcements and calls for papers which should not exceed 150 words. Send two copies of these news items to the Editor.

Longer articles on issues and current concerns are also solicited, and articles on classroom practices at all learner levels and ages are especially encouraged. However, four copies of these are required as they are sent out for review by members of the Editorial Staff and Advisory Board before publication decisions are made. Longer articles are limited to 1200 words or five typed double space pages. In preparing the manuscript, authors are advised to follow the guidelines found in the *TESOL Quarterly*. (A copy of the guidelines may also be requested from the TN Editor.)

Authors who wish to contribute to special sections of the TN are advised to send two copies of their items directly to the editors in charge of those pages. Affiliate and Interest Section News: Mary Ann Christison, *Snow College*, Ephraim, Utah 84607; Book Reviews: Ronald Eckard, *Western Kentucky University*, Bowling Green, Kentucky 42101; International Exchange: Liz Hamp-Lyons, *English Composition Board*, University of Michigan, 1025 Angell Hall, Ann Arbor, Michigan 48109; It Works: Cathy Day, *Eastern Michigan University*, Ypsilanti, Michigan 48197; On Line: Richard Schreck, *University of Maryland*, University College, College Park, Maryland 20742; Miniscales: Howard Sage, 720 Greenwich Street (4-H), New York, NY 10014, Standard Bearer (employment issues): Carol Kreidler, *School of Languages and Linguistics*, Georgetown University, Washington, D.C. 20057.

Advertising rates and information are available from Aaron Berman, TESOL Development and Promotions. See address and telephone number above. For information on submitting job notices, see job openings page.

Deadlines for receiving copy:
December 15th for the February issue
February 20th for the April issue
April 20th for the June issue
June 20th for the August issue
August 20th for the October issue
October 20th for the December issue

Next Deadline: April 15th for the June TN

President's Note to the Members

As president of TESOL during 1986-1987, I have enjoyed the opportunity to speak directly to the membership through this bi-monthly column in the *TESOL Newsletter*. In the five previous columns I have reviewed major components and activities of our association from a 'coming-of-age' perspective including CONVENTIONS AND ELECTIONS (April), AFFILIATES (June), STANDING COMMITTEES (August), INTEREST SECTIONS (October) and SPECIAL BOARDS AND COMMITTEES (December). In this final column I will turn attention to the TESOL EXECUTIVE BOARD and OFFICERS and the EXECUTIVE DIRECTOR and CENTRAL OFFICE.

The TESOL Executive Board

Three special conferences on the Teaching of English to Speakers of Other Languages were held (in Chicago, San Diego, and New York) before TESOL's formation as an official and duly constituted association. At the third of these conferences, on March 17, 1966, in New York City the conference participants sitting as a legislative assembly adopted a proposed constitution and thereby created a new association, TESOL.

At that time a president, a first vice president, and a second vice president were elected together with nine Executive Board (EB) members, three for three-year terms, three for two-year terms, and three for one-year terms. Constitutional changes over the years have altered the composition of the EB somewhat. In particular the 1992 (Honolulu) revision provided for direct representation of the Affiliate Council and the Interest Section Council on the EB.

The present TESOL Constitution as revised in 1986 (Anaheim) provides for the following: "The Executive Board shall consist of the three officers, the last two Past Presidents, the Past Second Vice President, six representatives of the Councils, and three members elected at large. The representatives of the Councils shall serve for three years each, with one representative elected from each Council every year. The members-at-large shall serve for three years each, with one member elected each year." "It is the responsibility of the Executive Board to conduct the business of TESOL under general policies determined by the Legislative Assembly."

If indeed it is the 'business' of TESOL to be an association whose major function is to lead and give direction to the profession—not simply to follow—there must be sustained organizational growth and development. There must be changing mechanisms over changing times to channel energies and harness the enormous person-power available in 11,000 (plus) members. There must be groups constituted and charged with planning, directing, monitoring and modifying the work of the association.

Over twenty-one years of TESOL, nearly 200 persons have served on the Executive Board (called the Executive Committee in early years). These people have volunteered their time to help with the work of sustaining organizational growth and development. They have come from many places; they have

represented the broad spectrum of TESOL professional interests—teachers from all levels and from many different contexts, teacher educators, curriculum developers, program administrators, researchers, materials writers, and more. EB members enjoy and get a personal reward from working on associational as well as substantive issues. They take pleasure in management and organizational work as well as in their professional activities of teaching, learning, researching.

The Executive Board meets in multi-day sessions twice a year, at the annual convention in late winter, and in an early fall midyear meeting. In order to make the most efficient use of time at these meetings, however, a good deal of sub-committee and study group work is carried out. These groups do fact-finding, organize details, and recommend alternatives to the EB for action. At the present time two major sub-committees are in operation as well as a number of study groups working on special assignments.

TESOL Officers

The second vice president of TESOL is responsible for planning and developing the program of the Annual Meeting, that is, the TESOL Convention, which IATEFL Chairman Peter Strevens has called, "... the greatest professional event for teachers of ESL/EFL that occurs anywhere in the world." Few jobs in TESOL are more demanding or more time-consuming (or more nerve-racking, from time to time), than the work of the second vice president, who does it all as a volunteer service. During the second year on the EB as past second vice president, the organizational responsibility shifts to that of ex officio member of the Coordinating Committee of the Section Council.

The first vice president (VP) is responsible for relationships with other associations and sits as an ex officio member of any interorganizational liaison committee. The first VP is also ex officio member of the Coordinating Committee of the Affiliate Council and has the special pleasure of working closely with and visiting many TESOL affiliates.

The presidency of TESOL is preceded by the year as first VP which provides a bit of an 'easing in' period—easing in, that is, to a substantial time commitment (in the magnitude of two and a half to three months of full-time work) and a fair amount of travel. Some of the time is devoted to organizational issues, both 'on the road' and 'at home'; more of the time is devoted to substantive issues of the profession.

As has been the pattern with the TESOL presidents who have preceded me, much of my year has been spent in a wide variety of meetings and discussions with TESOL members and affiliate members in farflung places. A good portion of this time has been devoted to substantive presentations, speaking to literally thousands at plenary sessions and workshops. The job could be lonely, in the sense that one comes in as an outsider. In my experience, however, cordial greetings and abundant hospitality have made me lose my sense of being a stranger. I feel that I have been

Continued on next page

President's Note

Continued from page 2

warmly welcomed into many circles and many networks during my TESOL travels.

The Executive Director

The original constitution, whose adoption created TESOL in March, 1966, included the following proviso: "The Executive Committee is empowered to appoint an Executive Secretary-Treasurer, whose salary, duties, and conditions of employment shall be decided by the Executive Committee in the light of the needs and resources of the Association. As a part of his duties, the Executive Secretary-Treasurer shall be an *ex officio*, non-voting member of the Executive Committee and shall make an annual report on finances and membership to the members of the Association."

On June 30, 1966, TESOL President Harold B. Allen invited James E. Alatis to become TESOL's one-third time executive secretary, as unanimously approved by the Executive Committee. James Alatis has held that post for nearly twenty-one years. Many have come to call him 'Mr. TESOL' over the years for his devotion to TESOL and for his indefatigable work on behalf of the organization. In Harold Allen's words, "... I invited James Alatis to

become our Executive Secretary with the exhilarating feeling that TESOL could be getting the really unique person ideally qualified to build the organization. I was right, I am happy to say in retrospect, for I knew, and now know, no one else who could have done what he has done so superlatively over the years."

The Central Office

In August of 1966 a TESOL Central Office was established at Georgetown University. Then, in 1973, Carol LeClair came into TESOL's life as administrative assistant. In this post she has served TESOL as a loyal and dedicated professional. I shall paraphrase Harold Allen's words to say that no one else could have done what Carol has done so excellently and so graciously over the years.

For many years James Alatis and Carol LeClair were 'the Central Office.' Then in the last few years due to TESOL's continuing growth in size and in complexity, the professional staff has been expanded as has the support staff. TESOL's many and diverse needs today are well-served by: Susan Bayley (field services coordinator), Aaron Berman (TESOL development and promotions), Christopher Byrne (convention coordinator), Julia Frank-McNeil (publications coordinator), and Edmund LaClaire (membership and placement services).

The day-to-day running of the organization is done by the Central Office. In TESOL things get done because there is a dedicated permanent staff that knows all the details of the organization. The Central Office is under the direct supervision of the executive director.

A Final Note

It has been an honor to serve TESOL as its twenty-first president. Since TESOL '76 (New York) I have enjoyed eight years as a member of the Executive Board of TESOL (as second vice president and past second vice president, 1976-1978; as an at-large EB member, 1979-1983, and as first vice president and president, 1985-1987). And now I look forward to the senior EB posts of past and past past president.

I look forward to continued work with TESOL, where I have found a professional home and a professional camaraderie; TESOL which uniquely provides: 1) a mechanism for communication of information about language learning and language teaching, 2) a forum for debate on professional issues, 3) an instrument of advocacy on behalf of language learning and teaching, 4) a fellowship of people with a multi-faceted common cause.

JOAN MORLEY

TESOL Publications Committee Issues Call for Manuscripts

by Diane Larsen-Freeman
Chair, TESOL Publications Committee

The TESOL Publications Committee held a special mid-year session in Washington, D.C. in September. The major purpose of the meeting was to conduct a comprehensive review of TESOL publications policy. At this session a new policy was formulated and proposed to the TESOL Executive Board, which subsequently approved it.

The following call was prepared by Committee members Mary Niebuhr, Julia Frank-McNeil and Peter Lowenberg to inform TESOL members of some of the details of the new policy and to encourage members to submit manuscripts to TESOL.

Call for Manuscripts

The TESOL Publications Committee invites submissions of previously unpublished "state of the art" book-length manuscripts for publication by TESOL.

TESOL does not produce classroom or other texts for direct use by ESOL students, but rather publishes on a wide range of theoretical and practical topics relevant to TESOL members.

A large variety of publication types are appropriate, including but not limited to, text materials for use in professional training courses, anthologies of scholarly papers and articles, bibliographies, and handbooks in such areas as administration, curriculum, and testing. Content may pertain to specific TESOL Interest Sections or to topics of a broader, more general nature which have not yet been widely addressed in other book-length publications.

Authors and editors of volumes published by TESOL receive an honorarium of \$500 and from TESOL's world-wide distribution

services. In addition, interviews with authors/editors will be regularly featured in the *TESOL Newsletter*.

1. Preparation of proposals for publication

Authors and editors wishing to publish with TESOL should prepare an *informative proposal*, which may be for incomplete or for completed manuscripts. This proposal must include the following:

a. A 500-word summary of the entire manuscript, which includes the issues addressed, contributions to one or more TESOL-related fields, features that make the volume unique, intended audience and potential marketability, and a list of conferences, colloquia, or other professional meetings at which parts or all of the contents have been presented.

b. An annotated table of contents listing titles of chapters and a brief description of each; if an edited volume, the author(s) of each chapter; and the projected length of each chapter.

c. As much of the manuscript as has been completed at the time of submitting the proposal. *At least one complete chapter must accompany the proposal.* This portion of the actual text must conform to the format and stylistic specifications of the *Publication Manual of the American Psychological Association* (Third Edition), which can be obtained from the TESOL Central Office.

2. Review and evaluation of proposals

Proposals will be reviewed and evaluated by the Publications Committee and by external evaluators knowledgeable on the topics ad-

ressed in the proposal. All submitters of proposals will receive detailed comments and suggestions from the evaluators. Authors and editors whose proposed or completed manuscripts are judged appropriate for publication by TESOL will receive further instructions concerning preparation of the final manuscript and TESOL publication policies.

3. Submission of proposals

Send *three copies of the informative proposal* (in #1), and a cover letter which includes a full mailing address and both a daytime and evening telephone number of one author or editor, to:

Julia Frank-McNeil
Publications Manager
TESOL Central Office
1118 22nd Street, N.W., (Suite 205)
Washington, D.C. 20037, U.S.A.

For further information, write to Ms. Frank-McNeil or telephone her at (202) 625-4569.

INVITATION TO SUBMIT PROPOSALS FOR TESOL SUMMER INSTITUTES

The TESOL Executive Board is inviting institutions to submit proposals to conduct Summer Institutes on their campuses. Applications should be submitted 2-2½ years in advance. For information and *Guidelines for Summer Institute Proposals*, write to: James E. Alatis, Executive Director TESOL, Suite 205, 1118 22nd Street N.W., Washington, D.C. 20037, U.S.A.

Devising Exercises for Use with Film in the ESL Classroom

by Judith Coppock Gex
LaGuardia Community College, CUNY

Previewing is a very important part of using film in the classroom. By doing it, you give yourself an opportunity to think through all the possibilities for classroom use, and, in the process, you eliminate a lot of them. The films listed in the appendix include those I have chosen to use in the classroom. These represent about one third of the films I have previewed.

Short, silent films are good for a beginning class. Examples are *A Journey* (42), *A Boy's Journey Through A Day* (5), *The Stringbean* (37), and *In the Park* (33). If there is time, you might want to show the whole film first. Then, go back and add language.

I often stop the film at logical places and let the students provide the language for what they have seen. Then later, for homework, I may ask them to write about the movie. In later classes, I use the vocabulary from the film to make up other class exercises. This spiralling of vocabulary—that is, bringing it back repeatedly—is important to help the students internalize it.

Another way to use these short films is to create an information gap. One half the class sees the first part of the film while the other half works on something else in another room. The teacher helps the students with the vocabulary so they will be able to tell about their part of the film. Then the second half of the class views the second part of the film while the other half of the class does something else. Finally, the whole class comes together and—in small groups containing members from both parts of the class—they tell each other what they know about the movie. After discussing it, the whole class sees the entire short film together. If possible, it is useful to provide more opportunities to see the film in the lab or the library.

When I use soundtrack films, I tape the soundtrack and type up the script. Then I make exercises from the script to use in class before showing the film. That way, the students see and hear portions of the film before I show it. Depending on the film, I may do one of these exercises, listen to it on the tape, and watch that section of the movie before moving to the next script exercise and part of the film.

For a 20-minute film, I may divide the script into four or five exercises. After giving the students the opportunity to work together on these exercises, I go over them making sure that students hear me or a tape of the soundtrack read aloud what they are reading to themselves. If they don't know how to pronounce something and are listening for their mispronunciation, they may get lost as they watch the movie. Listening to the script beforehand can clear up some of the misunderstanding.

The following are five of the kinds of exercises I use to present film scripts.

A. Slotted dictation. Script from *Cave People of the Philippines*.

1. They are the oldest members of the tribe — probably — 50s.
in their
2. ———, Mohyed, ——— trihe's toolmaker.
Their oldest son is the
3. His wife is Beera.

This, like most of the exercises I prepare, is one page long. The students cover this exercise with another piece of paper. After the exercise is covered, the students move the cover-paper down to reveal only the following:

1. ———
———probably ——— 50s.

The teacher reads the sentence, and the students try to write it. Then they move the covering paper down to check their work. When preparing these slotted dictations, I keep the sentence to one line so that, when the sentence is dictated to the students, natural stress and intonation patterns are used. [TN's column format could not accommodate one sentence per line. Readers are asked to visualize a one-sentence-per-line format. Editor]

B. Read and Look Up. Script from *The Loon's Necklace*.

Shot from the magical bow, the arrow could not fail/ to find its mark./ The wolves did not come again, and there was peace in the village./

The students read silently to the slash, look up and say exactly what they have read. The idea is to get them into the habit of reading in meaningful chunks. It is also a way of practicing pronunciation. Students usually do this activity in pairs, taking turns reading to the slash and looking up to recite. The second time through, they change turns. I circulate, answering questions about meaning before I read the line aloud.

C. Vocabulary for high intermediate level. Script from *La Jetée*.

Many died. Some fancied themselves to be victors. Others were made prisoners. The survivors settled beneath the Chaillot, in a network of galleries. Above ground, in Paris, as in most of the world, everything was rotten with radioactivity. The victors stood guard over a kingdom of rats.

The prisoners were submitted to some experiments of great concern, apparently, to those who conducted them. The outcome was disappointment for some, death for others and—for others—insanity.

One day, they came to select a new guinea pig among the prisoners. He was the man whose story we are now telling. He was frightened. He had heard about the head experimenter, and was prepared to face the mad scientist—a Dr. Frankenstein—instead of whom he met a reasonable man who told him in a relaxed way that the human race was doomed. Space was

off limits. The only link with survival passed through time—a loophole in time and then, maybe, it would be possible to reach food, medicine, energy.

Exercise: Match the correct definition with the word.

Group I

- | | |
|----------------|---|
| — 1. fancied | a. halls |
| — 2. network | b. had a desire for or an opinion that something had happened; pictured in the mind |
| — 3. galleries | c. put under the control of |
| — 4. submitted | d. effect or result of an event |
| — 5. outcome | e. complex system of lines that cross |

.....

Group II

- | | |
|-----------------|--|
| — 6. select | f. condemned, facing certain death |
| — 7. guinea pig | g. narrow opening in a wall |
| — 8. doomed | h. choose |
| — 9. off limits | i. animal, a little larger than a rat, often used in experiments |
| — 10. loophole | j. outside the line that cannot be passed |

The idea of this exercise is to allow the students to figure out meaning from context. Because the words and definitions are grouped so as to give limited choices, the task is easier. Having all the definitions mixed from which to choose would be overwhelming to the students.

D. Grammar.

You may also want to use the script to give practice in the use of various parts of speech. For example, these parts of the script of *Lincoln's Last Day* are used to practice prepositions, pronouns and verbs.

Exercise 1: Write the correct preposition in the blank.

At the theater that night, Stanton provides little protection — him.

Wilkes Booth is — a hurry now. It is already past noon, and there is much to be done. He goes to the Howard Stables and orders his horse delivered to a small shed behind Ford Theater. The stableman agrees and Booth moves on to Pomphrey's stable where he orders a fast horse to be saddled — his use later — the afternoon. Now Booth goes to the Surratt house and delivers a package — Mrs. Surratt.

Exercise 2: Circle the correct pronoun.

He asks she to take it to
Him her its
His

Surrattsville, Maryland, where he him will
his

pick it up later. Next, Booth finds
its

he fellow conspirator, Louis Payne.
him
his

That night, the powerful Payne will knife Secretary of State Seward. The Secretary will recover.

Continued on page 5

21st ANNIVERSARY ISSUE

A special issue of the *TESOL Newsletter*, TN reflecting the growth of TESOL since 1966, is in preparation by John Haskell, guest editor. Look for it in April!

Continued from page 4

Exercise 3: Write the correct form of the s-verbs in the parentheses in the blanks.

During the afternoon, James Ford has (has) _____ the Presidential Box prepared. Several flags and a picture of George Washington decorate it now.

John Wilkes Booth is inside the theater. Rehearsal over, the actors are gone. Booth has no illusions about some of his conspirators. They may (fails) _____, but he, John Wilkes Booth, will not. Now he concentrates on what he must (does) _____. It's past 6 o'clock as Booth looks down onto the empty stage across which he will (escapes) _____.

E. Pair Dictation.

This activity gives each student the opportunity to practice all four skills while doing it. Students work in pairs.

Directions:

- Read these sentences to yourself before reading them aloud to your partner.
- Have your partner write them down.
- Let him/her check the sentences when s/he finishes writing.
- Ask for more sentences.

- Alexander Calder, America's most famous twentieth century sculptor, was born July 22, 1898, in Philadelphia, Pennsylvania.
- His father and grandfather were also sculptors.
- His father, Alexander Stirling Calder, made the statues of George Washington on the Washington Square Arch in Greenwich Village.
- Alexander Calder is well known for making mobiles (constructions which move) and stabiles (constructions which do not move).

Cut or fold along the dotted line.

Give sentences 5-9 to a pair of students when they ask for more.

- One of his most famous creations was his circus.
- He gave his first circus performance in 1927.
- He and his wife often gave performances in America and in Paris.
- The circus eventually grew to fill five suitcases.
- The Calders would send invitations to friends, set up the circus, and serve peanuts to their guests while they watched.

I used this particular pair dictation after students looked at postcards and pictures of stabiles, mobiles and other work by Alexander Calder. After the dictation, I showed them the kind of invitation Calder and his wife sent to people inviting them to a performance. Then, after passing out circus napkins and peanuts, we watched the film of Calder's "Circus."

For movies that have surprise endings, like *La Jetée* and *The Open Window*, I make previewing exercises for the script up to the point where the surprise begins. First we work on those exercises. Then we watch the film complete with the surprise ending to let those understand it enjoy the element of

surprise. After seeing it, we either read the rest of the script or, perhaps, do a cloze exercise with it, thus enabling all of the students to understand the surprise.

Soundtrack films can also be used effectively by giving students a series of questions that will focus their listening as they watch. I wanted to use the film *Birth* in a class that was ending just a few days after the film was received at school. A young woman in the class was having a baby in a few weeks. She didn't know much about the process, and she wanted to see the film. I didn't have time to tape and type the script and prepare exercises. I listened to the film and made questions which incorporated a lot of the actual vocabulary we would be hearing. I typed the questions in groups of ten. I asked the students to read the group of ten questions. Then I showed the part of the film that answered those questions. If they couldn't answer some of them, I rewound the film to that point and replayed it, stopping at the critical word. You can use a good projector like a tape recorder. If, however, yours rebels when you continuously rewind, make a tape of the soundtrack to use to rewind and catch specific answers.

Sometimes, using just a snippet of a film can be very effective in getting across a point—clarifying something. For example, you might use just that part of *From Montgomery to Memphis—The Story of Dr. Martin Luther King, Jr.*, that shows the "I Have a Dream" speech with the text of that presented in a lesson in *Reflections* by Suzanne Griffin and John Dennis.

One day, I used a *New York Times* article about two astronauts working outside the shuttle. The article said the astronauts resembled Laurel and Hardy moving a piano. Showing the piano moving segment of *The Music Box* made that reference understandable.

Musicals are great fun for ESL students. The first one I tried was *Annie*. There were ten songs for a ten-week course and the finale was seeing the film. Making a cloze of a song with blanks (numbered under the line) is one way of getting the students to listen and re-listen.

If the activity is for them to do on their own to prepare for seeing a movie or a Broadway show, have the cloze on one side of the sheet with the completed cloze on the opposite side of it.

The easy availability of films on videotape in many countries opens up even more possibilities for the classroom. A telecaptioner, a device that prints English subtitles on closed-captioned TV shows like "20-20" and does the same on certain full-length films on videotape, became available to the general public in 1986. First advertised for \$199.99 in the spring 1986 catalogues of Sears Roebuck and J. C. Penney department stores, a telecaptioner may also be ordered from the National Captioning Institute, Bailey's Crossroad, Virginia, U.S.A. by calling Sharon Butler at 703-998-2400 for ordering information.

Note: The author wishes to thank the following persons whose ideas she used in devising some of the exercises: Kathy Durmin, Mary Hines, Bob Oprandy, and Jim Weaver.

About the author: After receiving an M.A. in TESOL from Teachers College, Columbia University in 1978, Judith Coppock Gex joined the faculty of The English Language Center, LaGuardia Community College, CUNY.

Appendix

Films recommended for use in the ESL classroom—with some comments about the films and/or their recommended use.

- All the Wishes of the World*, 1969, silent, Zagreb animation. Good to practice. If he's _____ he will _____. Students could also write the story.
- Annie*, musical by Charmin and Strouse. Available on videocassette.
- Birth*, 1968. A film about a young couple going through LaMaze training and the birth of their child. A very human sensitive film. Questions relating to this film are available. The film is effectively used with an informant to give additional information on stages of labor, what to expect, and how to help yourself during labor.
- Boundary Lines*, 1947, International Film Foundation, 11 minutes.
- A Boy's Journey Through a Day*, 1970, silent, Coronet, 16 minutes. Students tell and write the story.
- Calder's Circus*, 1961, 20 minutes. Alexander Calder playing with his circus toys. This is a good film to use to introduce the students to his work and to the work of his father. For teachers who live in New York City, we suggest a trip to see Calder's "Circus" at the Whitney Museum of American Art.
- A Case of Suicide*, 1968, Peter H. Robeck and Co., 30 minutes.
- Cave People of the Philippines*, Educational Enterprises, 39 minutes. Use with sentence combining exercise from "The Gentle People," *Write Away, Book II*, Galligane and Byrd, Collier-MacMillan.
- Changing Family*, a series of 9-minute films including: *Blended Custody*, *Blended Families*, *Divorcing Parents*, and *Single Parent*.
- Cheaper by the Dozen* with Clifton Webb and Myrna Loy. A film based on the book by the same name.
- David's World*, NASA, Goddard Space Center, Maryland. A true story of a little boy who had to live in isolation.
- Emerging Woman*, 1974, Women's Film Project, Inc., 40 minutes. History of woman's movement from 1850s to the present.
- Ferdinand the Bull*, 1971, Walt Disney, 8 minutes.
- Fidelity of Report*, 1946, silent, Pennsylvania State University, 6 minutes. A very short film showing a holdup used at John Jay College of Criminal Justice, CUNY, to train policemen to note details. The same scene is repeated twice with a break. I show it the first time to get students to write descriptions. The second showing confirms what they noted and gives them a chance to add detail.
- The First Signs of Washoe*, about 30 minutes. About teaching sign language to chimps. Good to use with other readings about animals learning language. Also a springboard to discuss various ways humans learn language.
- The Garden Party*, 1974, Gurian/Sholder Productions, 24 minutes. A beautiful film of Katharine Mansfield's story.
- Hailstones and Halibut Bones*, 1983, Sterling Educational Films, 12 minutes. Use with the children's book of the same name.
- A Half Million Teenagers*, 1969, Churchill, 16 minutes. On venereal diseases.
- Islam*, 1963, McGraw Hill, 19 minutes. A good composition model.
- La Jetée*, 1970, Pyramid, 28 minutes. Gripping science fiction.
- The Lady or The Tiger*, Encyclopedia Britannica, 15 minutes. Used as followup to the story.
- Lincoln's Last Day*, 29 minutes. A static film that comes to life if you add photographs and anecdotes about the main characters.
- The Loon's Necklace*, a Northwest Indian folktale, 1949, Encyclopedia Britannica, 11 minutes. This shows a lot of carved Indian masks and might work well with a field trip to a museum of natural history that may have a collection of masks and totem poles.
- The Lottery*, 1969, Encyclopedia Britannica, 18 minutes. A dramatization of the Shirley Jackson story.
- The Miracle Worker*. A dramatization on videotape of the story of Helen Keller and Annie Sullivan. Used with Helen Keller's autobiography.
- Miss Goodall and the Chimps*, about 25 minutes. A good film to use in discussing the importance of parenting. On its own it is a very interesting nature film.
- The Music Box*, Laurel and Hardy, Blackhawk, 24 minutes.
- Night and Fog*, 1955. Used English subtitle script for a reading lesson before showing this Alain Resnais film on concentration camps without the sound. Used with *The Diary of Anne Frank*.

Continued on next page

Film

Continued from page 5

29. *Occurrence at Owl Creek Bridge*. A dramatization of the story of Ambrose Bierce.
30. *One A.M.*, silent solo Charlie Chaplin, Blackhawk, 13 minutes. Good for encouraging speaking and writing.
31. *Oklahoma*, Rodgers and Hammerstein on videotape. Prepare song clozes.
32. *The Open Window*, The Saki Story, Pyramid, 12 minutes.
33. *In the Park*, Marcel Marceau, Audio-Brando: Films.
34. *Peege*, 1976, Phoenix Films, 24 minutes. A wonderful film about an old woman in a nursing home and her grown up grandson. This is a "seven handkerchief job." Look at it carefully to see if you want to deal with the emotions it may arouse in a class. Use with the chapter on nursing homes in Pifer and Mutoh, *Points of View*, Newbury House; also with "Day Care for the Elderly" in *Perspectives* by Len Fox, Harcourt, Brace, Jovanovich.
35. *Prime of Life*, Addiction Research Foundation, 3 minutes. A short film about a man pressured in his job to perform miracles and pressured at home as well. The film was made to be used as a takeoff for discussion—Is it all worth it?
36. *The Question*, 8½ minute animated film. A little man trying to find an answer to the ultimate question. He tried religion, politics, art, science, psychiatry, and war and is not satisfied with any of them. Love is his answer.
37. *The Stringbean*, silent, Claudon Capac Production, 17 minutes. A good story to elicit writing in beginning classes.
38. *West Side Story*, Leonard Bernstein, videotape. Song clozes.
39. *Without Words*, 1977, Prentice Hall, 23 minutes. Use with Hirasawa and Markstein, *Developing Reading Skills*, Chapter 9, "How to Read Body Language," Newbury House.
40. *Eagle Has Landed*, NASA, Goddard Space Center, Maryland. A documentary about the moon landing.
41. *Nobody Goes There*. The history of Ellis Island. Add good photographs of Ellis Island immigrants.
42. *A Journey*, silent, Zagreb film. An interesting mystery to discuss and write about.

Note: Public libraries, Boards of Education or BOCES Boards would be good places to look for films. In addition, the Canadian Film Board, Syracuse University, New York, the National Aeronautics and Space Administration, Goddard Space Center, Maryland, maintain good film lending services. Undoubtedly, most librarians would be good sources of information on borrowing films.

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The Source of Innovative Language Materials

An Interview with D. Scott Enright and Pat Rigg, Editors of *Children and ESL: Integrating Perspectives*

by Lise Winer
Southern Illinois University at Carbondale

Winer: How did this book come about?

Rigg: It came out of a colloquium that all of us did at TESOL '85 on "Children and ESL: What We've Learned, What We're Learning." So it started with a "researchy" perspective. Because Sarah Hudelson, Carole Urzúa and I were all working with data from the same group of children, it became easy for us to see how we could divide up the specialties. Then, because we were very concerned that we not fall into the traditional trap of slicing up the language aspects into listening, speaking, reading, and writing, and that we not slice up research as different from teaching, we asked Carole to do a "children's story" about doing research. Then the TESOL organization asked all the colloquium people if they wanted to try to turn their colloquium into a volume, and of course we said "Yes!" We included Courtney Cazden's plenary, because its point was that we should be advocates for second language children. From there on, it was really just a matter of editing each other's articles and putting them together. Julia Frank-McNeil, who does TESOL publications, was a jewel to work with.

Winer: Why did you see a need for this book—aren't the integrated approaches you talk about and advocate already common knowledge? What about the attitude that children "just pick up a language" and you don't have to teach them in any special way?

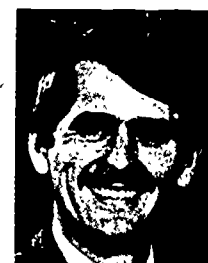
Rigg: I wish that were true!

Enright: Kids can do things, just as we can, but we do know there are lots of things we can do to make their task easier, and to make it more efficient. That's one of the main areas we were studying in the book. How can we create environments that make it easier for children to learn a second language? Even good language learners, without the correct motivation and the correct input, stop at a certain point, whether they're young or old. You have to create situations and given them input that will allow them to continue to move into higher and higher levels of fluency.

Rigg: Let's look at some of the classes the kids are in. In this study, the two boys, in their regular classes—not ESL ones—are never in the whole year asked to write any real authentic



Pat Rigg



D. Scott Enright

thing. They're only asked to fill in words, to copy things. The girls in the study were in different classes, and they had a better opportunity.

Winer: Isn't that what happens to native English-speaking children too?

Rigg: Yes, and it's rotten for them too. But it's worse for ESL kids because they're being evaluated by the same standards as first language kids, and yet they're being thrown into situations where they are given tasks that are twice as difficult to do. They can and do write to a variety of audiences, on a variety of topics, and therefore use a variety of formats—they pick the appropriate form. But if they're never allowed to do that, if they are only required to do the kinds of "schooly" things that those boys had to do in their regular classes, then they aren't going to learn to use those other forms.

Winer: Do you think that most ESL teachers are helpful to these children?

Rigg: Yes, I think there's a lot of very good teaching going on. There's also a lot of mediocre teaching going on, and there's some bad teaching. Often teachers come out of teacher education programs without having had extensive field teaching experiences, and usually the first year on the job they learn from scratch. So, many feel unprepared, and then they are put in very bad situations where legislators or other people who are not professionals demand that the students and teachers take "minimal competency" tests and require that the teacher use "teacher-proof materials," and require that the teacher spend a great deal of time administering tests which can never indicate what a kid can do, but only suggest what a kid cannot do. All that is very discouraging.

Winer: One of the striking points in the book is the participation by teachers; the researchers really listened to them. How do researchers learn from classroom teachers?

Rigg: The first thing is just that—they listen. The majority of researchers I know are university teachers and the first thing we do when we get close to a bunch of teachers is to open our mouths and start to tell them things. We don't put ourselves in the position of learners usually, but we'd be better off if we did. One way to listen is to do what Carole Urzúa does, which is to go sit in classes with her mouth closed. She's there consistently, too, every week; she doesn't just go there for 15 minutes or an hour and then they see her next year. The teachers and the principal and the students recognize that commitment, and begin to trust you. Bit by bit we become just two professionals talking together, sharing ideas. The researcher can say, "Gosh, I loved the way

Latest Hit from TESOL Publications Committee

by Jean McConochie
Pace University

How often have you remembered a stimulating TESOL Newsletter article and wondered how to find it again? How many times have you wished for a concise collection of TN articles to share with a methods class?

Selected Papers from the TESOL Newsletter, 1975-82, now available from the TESOL Central Office, is your answer. Its 288 pages include representative contributions from the hundreds of TESOL members who have been willing to share their ideas in formative stages, offering ideas that help others get ideas. What could be better as a spring tonic and professional pick-me-up?

This article is, however, not a review but rather a story of how TESOLers interact to stimulate professional development by getting a good show on the road. Like any good production, *Selected Papers* represents the work of countless people, some of them with their names up in lights, others working quietly behind the scenes.

The idea for the show—the new publication—originated in the late 1970s with Donna Ilyin, who proposed it during her time in the cast of the TESOL Executive Board. When John Haskell left his long-running role as TN editor to become first vice president of TESOL, he offered to edit such a volume, feeling that the project would usefully fill his time as an understudy for the role of president.

H. Douglas Brown, chair of the TESOL Publications Committee at that time, provided critical support and encouragement. Committee member Virginia French Allen offered to serve as dramaturge, reading the first draft of the manuscript and suggesting practical ways to make it publishable. Thanks to her, director Haskell notes, the project "really got off the ground."

For an out-of-town tryout, Haskell took a draft of the script to Tokyo, where he

spent nine months teaching in the Temple University-Japan program. Back in the U.S., he added several scenes (i.e., articles) in response



John Haskell, editor of the TN
from 1975 to 1982

to what the Japanese audience of teachers-in-training had applauded.

During the summer and fall of 1985, the final script was typeset by Pantagraph Press, which has for many years produced the TN. Acting as both production manager and "angel," Lars LaBounty of Pantagraph not only oversaw the book's printing at Pantagraph but also donated his personal time and professional expertise in laying out the book.

The book's cover—the curtain for this TN Theater production—was drawn by an artist in Palau. It came to director Haskell some time ago via prop man Tom Hale, who had been a Peace Corps volunteer in that South Pacific trust territory. The curtain art is a Palauan "storyboard"—a cartoon-like series of drawings—showing a class of ESL students and their teacher.

The ultimate success of any new play depends how much the audience remembers of it after the curtain has come down. Given the responsiveness of the TESOL audience, *Selected Papers* seems assured of a long run.

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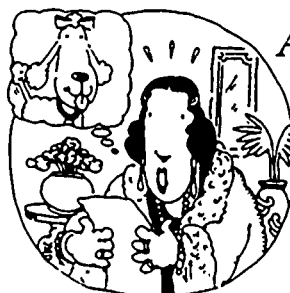
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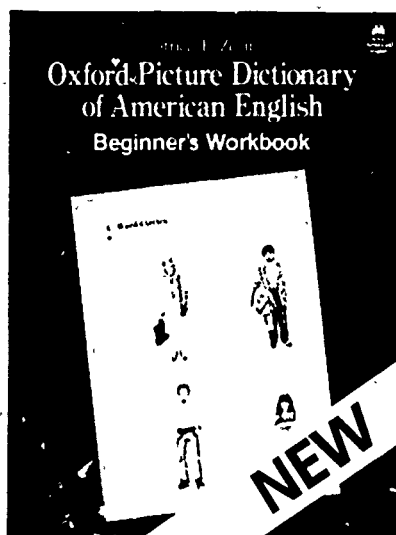
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Directory of Professional Preparation Programs in TESOL in the United States

edited by Julia Frank-McNeil. 1986. TESOL, Georgetown University, Suite 205, 1118 22nd Street, N.W., Washington, D.C. 20037 U.S.A. (187 pp., \$13.00 for members, \$15.00 for non-members).

Reviewed by Ronald D. Eckard
Western Kentucky University

you handled that situation. I wouldn't have known what to do." And the classroom teacher says, "Well that is easy but I can't figure out what to do with this." Good shop talk!

Winer: What did this mode of research give you that you otherwise wouldn't have?

Enright: When you put all of these papers together, you get a "thick description." Taking into account the context, the other people present, the history of the people, the complexity in which the students and teachers are operating. If the teachers and the students are your colleagues—beyond subjects, beyond informants—you can examine the meanings of situations for the participants in these situations. For example, in one case a teacher was using the same types of language patterns in different settings. I could see that those same patterns were appearing over a series of occasions, but it was only by consulting with her that I find she was deliberately setting up and looking for opportunities to use this language so the kids could practice that.

Rigg: We strongly think that the best research from now on is not going to be a one-shot-does-it business. Many many observations of kids in various situations is the best way to inform teaching.

Winer: What relevance does this have for teachers of adults?

Enright: I think we are more likely to give credence to factors like affect for children; whereas we expect adults to have emotions and motivation under control, and I think that's nonsense. Even if adults have more abstract operations, we should still pay attention to what they are interested in, their reasons for using language and providing a more contextualized environment. An integrated approach is something that teachers of adults could definitely use; rather than the behaviorist-based, atomistic, skill-them-and-drill-them-to-death approach still prevalent in the majority of schools in the United States.

Winer: What would you like to have happen as a result of people reading this book?

Rigg: The primary audience that we wrote for was classroom teachers—both of ESL and mainstream classes. I'd like them to get out of it first a sense of pride, because I think many of them can identify with the "Wise Teacher" in the study, and with the ESL teachers who are doing such good jobs. Second, an understanding that they themselves are researchers—not in a university "publish or perish" sense, but in, frankly, a more important sense. I'd like teachers to say, "I can start moving to do this too." I also hope that TESOL members at universities recognize the "Wise Teacher" as somebody from whom we can all learn, and see that quick in-and-out research is not going to tell us as much as many observations over many settings, with collegial, not hierarchical, relationships among all the different participants.

Winer: Why is the TESOL connection significant for the book?

Enright: It was wonderful to have TESOL support a very considerable part of their membership of the field, a group which has been somewhat neglected in previous years; it was fun and an honor to be able to address the needs of teachers of second language children, within our organization. This is a strong signal of support for members in this area.

Over the years TESOLers and even many non-TESOL members have come to depend on the "Blatchford Directory" for up-to-date information on the number and kinds of ESL and bilingual education teacher training programs in North American universities. With each new edition we proudly read descriptions of new programs and notice increasing numbers of educational institutions with courses and degree programs in our chosen field. The Directory has been, in a way, a chronicle of the growth of TESL (the profession) and TESOL (the organization).

And because we have come to expect every edition of this Directory to be bigger and bolder than the previous edition, many of us were shocked when we first saw the latest—the seventh—edition.

The first shocker was the size. Although the 9" x 6" format remains the same, the latest edition is obviously lighter and contains fewer pages than the sixth edition. Does this mean, we asked ourselves, that there has been a decline in the number of TESL programs?

The second shock came as we read the title of the book and the name of the editor. The title is a bit different, but it has always been long and cumbersome; that's why most of us simply call it "the Blatchford," for Charles H. Blatchford, the past president of TESOL who painstakingly edited the first six editions. But what's this? Blatchford's name is not even on the front of this volume. Now what are we going to call it?

Those who were able to overcome their initial shock and go on to peruse this new edition carefully had some pleasant surprises waiting for them. Yes, this book is indeed lighter and shorter than the previous edition. That's mainly due to the use of lightweight paper and the wiser use of space. Whereas the sixth edition described only one program per page and left a lot of blank spaces, the seventh edition has a tighter, and really more eye pleasing format. Another reason for the re-

duction of pages is that bilingual education and Canadian TESL programs are not included this time. The preface of this edition refers us to a Canadian publication for descriptions of TESL programs in Canada; nevertheless, there is no explanation for the omission of bilingual education program listings.

Despite the omissions and the fewer pages, this edition actually lists more programs than ever before. While the sixth edition listed 110 institutions, this one lists 143. Furthermore, this edition describes one more doctoral program, fifteen more master's programs, and five more certificate programs than in the sixth edition. And this is just for TESL programs in the United States. Also of interest in this volume, as before, is a summary of the various state certification requirements for TESL and the indication that at least 25 states now have some type of certification in the field. New in this edition is the inclusion of TESOL's *Statement of Core Standards for Language and Professional Preparation Programs*. Those programs which have endorsed the *Statement* are indicated with an asterisk after the name of their institution.

All told, we have nothing to worry about, no need to be shocked. The seventh edition of the *Directory*, like its predecessors, chronicles the growth of the TESOL profession, both in quantity (listing an ever growing number of programs) and quality (including the professional standards statement and the certification guidelines). We owe a debt of gratitude to editor Julia Frank-McNeil, whose work continues the fine tradition of research and reportage established six editions ago by Charley Blatchford. We welcome the Frank-McNeil Directory. It is a volume which belongs on the reference shelf of every professional in the field of TESL.

About the reviewer: Ronald Eckard is the Director of the ESL and TESL programs at Western Kentucky University in Bowling Green, Kentucky.

IIE Report:

Foreign Students in U.S. in 1986

Students from economically expanding Asian nations are the largest and fastest-growing group in the U.S. foreign student population, according to figures released recently by the Institute of International Education (IIE)—the largest U.S. higher educational exchange agency. IIE conducts the annual census of foreign students in the United States, published as *Open Doors*.

The People's Republic of China showed the largest percentage increase—up 38.4 percent to 13,980 students. Taiwan continued to send the largest number of students, with 23,770.

The 9 percent growth in enrollment from South and East Asia to 156,839 students is in sharp contrast to declines in virtually all other major world regions, notably the developing nations of Africa, Latin America and the Middle East. Overall foreign student enroll-

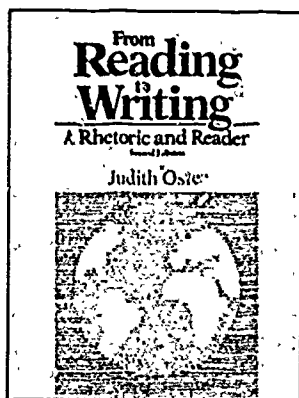
ment was 343,777, up just 0.5 percent from 1985.

IIE surveys indicated that two-thirds of all foreign students (230,640) relied upon family and personal funds for their chief source of support. The percentage of students who reported their U.S. college or university or a U.S. private organization as their primary funding resource increased, while numbers assisted by the U.S. Government, foreign governments and foreign organizations decreased from the previous year.

Science, technology and management-related fields attracted 60 percent of all foreign students. Engineering was the leading field of study (22 percent of total enrollment), followed by business and management (19 percent), mathematics and computer sciences (10 percent), and physical and life sciences (8 percent).

Copies of *Open Doors* are now available. A check or money order for \$29.95 in U.S. dollars should be sent with your order to the Institute of International Education, Publications Service, 809 United Nations Plaza, New York, NY 10017, U.S.A.

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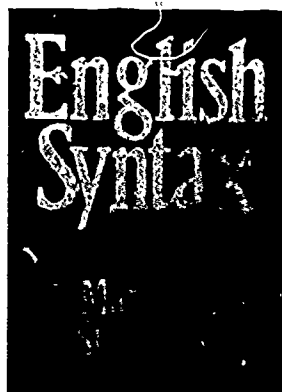
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paper/475 pages/ #283126/1981

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paper/320 pages/ #283118/1982

TESOL '87—Something for Everyone

by Vilma Diaz, Teresa Medina and Madeleine Rodriguez

Whether you are planning for and anticipating your first or your twenty-first convention, you will find something of interest at TESOL '87. The Program Committee and the Local Committee have put together a program that reflects the diversity of interests and concerns of the organization's membership.

Convention sessions begin at 2:00 pm on Tuesday, April 21st and run through 6:00 pm Saturday, April 25th. Conventioneers may choose from a selection of several hundred colloquia, workshops, papers and demonstrations. In addition, each of TESOL's Interest Sections has organized an academic session and several discussion sessions, both designed to be of particular relevance to Interest Section members. Interest Section activities are concentrated on Wednesday, Thursday and Friday, with the exception of the Elementary and Secondary Education Swap Shops which will be held on Saturday.

The plenary speakers that have been confirmed for TESOL '87 also exemplify the breadth and the quality of the profession. They include: James E. Alatis, dean of the School of Languages and Linguistics at Georgetown

University and executive director of TESOL; Judith Langer, associate professor in the School of Education at Stanford University; and Peter Strevens, director of the Bell Educational Trust and John Smith Distinguished Fellow, Fulbright 40th Anniversary Year. A special plenary on Wednesday, April 22nd, will feature a repeat performance of the multi-media presentation "A celebration of 100 years of English language teaching" by Peter Thomas and Tracy Forrest of Hunter College, City University of New York.

Other features of many TESOL Conventions have been educational visits, the employment Clearinghouse and publisher's exhibits. This year's meeting is no exception. On Wednesday, April 22nd and Thursday, April 23rd visits have been planned to public schools involved in bilingual and ESOL education and to community college and university ESL programs. The Employment Clearinghouse will operate from Wednesday, April 22nd through Friday, April 24th. Conventioneers seeking employment are encouraged to bring copies of resumes and to take advantage of this opportunity to interview for positions. And this year's exhibits provide

professionals the opportunity to review the latest materials and publications in the field.



photo by A. Berman

A light moment in the planning committee's tour of the newly remodeled Fontainebleau ballroom. L-R: Reina Welch, Rosemarie Lyton, Mercedes Toural, Sarah Hudelson and Lydia Stack.

There will also be multiple opportunities for attendees to gather socially. Several ethnic restaurants have been chosen for escorted dinners. Receptions will be held after the opening session and after the Wednesday evening special plenary and to celebrate TESOL's twenty-first birthday, a special banquet and birthday party dance will be held on Friday, April 24th. Please plan to come and celebrate TESOL's coming of age.

Convention Sessions Begin on April 21

In order to accommodate more presentations, the TESOL '87 Planning Committee has scheduled some colloquia on the afternoon of Tuesday, April 21st from 2:00 to 4:45 in the afternoon. The colloquia have been chosen so that members of all Interest Sections will find something of interest to them. As you make your final arrangements to attend TESOL, plan to arrive in time to attend the Tuesday afternoon colloquia before the Opening General Session on Tuesday night.

FONTAINEBLEAU HILTON

The Fontainebleau Hilton is located directly on Miami Beach at Collins Avenue & 44th St.

Registration Hours for TESOL '87

For the convenience of conventioneers, TESOL's Registration area will be open the following times:

Tuesday, April 21, 9:00 am-7:30 pm
Wednesday, April 22, 7:30 am-8:00 pm
Thursday, April 23, 7:30 am-5:00 pm
Friday, April 24, 7:30 am-5:00 pm
Saturday, April 25, 7:30 am-12:00 noon

Travel to Miami

Just a reminder: to make your travel plans to Miami as soon as possible. Miami is a favorite spring vacation destination for many tourists, and TESOL '87 falls at the end of the tourist season. Make your airline reservations immediately, so that we will see you at TESOL '87.

TESOL '87 Banquet and Dance

This is a reminder that the special twenty-first birthday celebratory banquet and dance will be held on Friday, April 24th at the Fontainebleau Hilton. The narrative in the preregistration material mailed to TESOL members gave the date as Thursday, April 23rd. The correct date is Friday, April 24th.

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

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Report

ELT in the Gulf Arab States

by Donald R. H. Byrd

- Over two and a quarter million children are studying English in the public schools of the Gulf Arab States (Bahrain, Iraq, Kuwait, Oman, Qatar, Saudi Arabia, and the United Arab Emirates)

- These children study English for an average of 8.14 years

- The seven states in the Arab Gulf are cooperating in their efforts to improve English language instruction in the public schools

These previously unproclaimed facts are available in a recently completed study co-sponsored by the Arab Bureau of Education in the Gulf States (ABEGS) and the United States Information Agency (USIA). As the academic specialist dispatched by USIA in Washington to investigate English Language Teaching (ELT) in the Arab Gulf States, I was apprehensive. However, after spending four weeks last spring in the Arab Gulf area reading numerous reports, talking to ELT teachers and administrators, and observing classes, the report took shape.

Indeed by the end of the consultancy, the 75-page opus (with nine tables) was ready for the scrutiny of the officials and educators at ABEGS and its research arm, The Gulf Arab States Educational Research Center (GASERC), as well as the interested parties in USIA.

The report gleans information from a number of sources and brings it together under one title. The sources included various publications (1) from the Ministries of Education in each of the seven states, (2) from ABEGS-GASERC, and (3) from international education groups. Thus, the report is noteworthy for the information that it successfully incorporates; it also points up the poignant need for much more information that was not available. That deficiency represents an area for future ABEGS-GASERC efforts. More current information is needed, for example, on the preparation of teachers—their university and in-service training and their professional growth—as well as more information on students.

Insofar as it was possible to gather material in so short a time, the report analyzes the various aspects that influence the teaching/learning of English in the public school setting of the Arab

Gulf states by (1) examining the structures of English programs; (2) looking at curricula, syllabi, and learning materials; (3) observing teachers and teaching procedures; and (4) projecting a profile of students. The report concludes with 10 recommendations.

The Structure of English Programs

Most educational systems in the area introduce English into the curriculum in the later years of primary education or the early years of intermediate school and continue for eight or nine years of study. (Saudi Arabia, with six years of English study, is the only exception.) The weekly exposure to English instruction varies from year to year and from country to country, but on the average students attend English classes about six 45-minute periods a week. A revealing figure when comparing instruction within various curricula is the intensity, that is, the number of instructional periods in a given time span—an "intensity quotient." Clearly the greatest intensity of instruction is within the Kuwaiti school system (21.2); Saudi Arabia's quotient was about half that (10.8), the least intensive. Generally, syllabuses and materials were specially written (and in some cases locally published). Few school systems adopted or used materials commercially available outside the area. As a result, the quality of textbooks varied and the choice of content was assured to be acceptable according to local mores.

Teachers and Teaching Procedures

How do English teachers in the Gulf Arab states measure up? Four criteria were posited in the report: (1) knowledge of subject matter (rules, structures, etc.); (2) competence to use the language in social settings; (3) ability to implement learning in the classroom; and (4) attitudes toward work. Few public school teachers of English have been trained in TEFL methodology or in any other kind of pedagogy; most have degrees in English literature. These teachers, however, demonstrate a wide knowledge of the rules of English but lack equal fluency in all skills and fall short in social functionality. According to a previous study of teacher attitudes, they self-rated their language skills higher than their actual scores on tests yet overwhelmingly expressed support for additional language and pedagogical training.

Some Observations about the Students

On the average, 53% (range: 69% in Bahrain; 28% in Saudi Arabia) of all students in the public

schools of the Arab Gulf states are pursuing the study of English, a language that to them is written backwards, pronounced through the nose, and spelled unpredictably. That language may represent a conduit to an additional world of business, travel, and perhaps pleasure. The study of English is not seen as an intrusion onto the native language but as a supplement to it, offering an additional communicative system used on an international scale. In no state is English an elective. There are more boys than girls in public schools, and the number of girls drops off markedly as the years progress. In the Krashen sense, female students in the Gulf area seem to be better "learners" of English while males are better "acquirers." Girls received higher grades and were more correct in their usage, while boys seemed more experimenting and more fluent. Drawing distinctions between different nationalities of students has its risks, but it was supported in a previous study that in Kuwait, for example, non-nationals (children of guest workers) were more serious about handing in written work on time than nationals (ethnic Kuwaitis).

Recommendations of the Report on ELT

Ten recommendations were made: (1) conduct a more complete survey of ELT in the area; (2) standardize the credentials for teachers; (3) standardize curricula, materials, and program structures; (4) intensify and combine teacher training programs; (5) work more closely with sources of support like International TESOL, USIA, and the British Council; (6) affiliate with professional ELT organizations and hold conferences; (7) revise or develop learning materials to harmonize form, function, and content; (8) improve testing procedures; (9) incorporate more reading and writing into the curriculum; (10) meet to discuss this report.

Although the published report is to be made available in the Gulf Arab states, there were no plans for a wider distribution. Enquiries may be addressed to Mr. Moheï Hak, Head, Documentations, Gulf Arab States Educational Research Center, Kuwait City, Kuwait. The complete title: *English Language Instruction in the Gulf Arab States: A Report on Programs, Curricula, Teachers and Teaching Procedures, and Students* by Donald R. H. Byrd.

About the author: Donald R. H. Byrd is a professor in the City University of New York, he teaches at the Graduate Center, Hunter College, and LaGuardia Community College

Report

Language Testing Symposium Honors Carroll and Lado

by Andrew Cohen, Elana Shohamy, and Bernard Spolsky

In 1961, two major publications appeared: Robert Lado's book *Language Testing* and John B. Carroll's paper "Fundamental considerations in language testing." In May 1986, a symposium to mark 25 years of progress in the field of language testing and to recognize the contributions of Carroll and Lado was organized by four national and international testing groups—ACROLT (Academic Committee for Research on Language Testing), IUS (Interuniversitaire Sprachtestgruppe), AILA Scientific Commission of Language Testing and Evaluation, and the journal *Language Testing* with sponsorship and support from the British

Council, Educational Testing Service and TOEFL, CITO, and the Federal German Embassy. The symposium took place May 11-13, 1986 at Qiryat Anavim, Israel.

John B. Carroll and Robert Lado were both present at the symposium and gave papers. There were over seventy scholars in attendance, including thirty from overseas.

The opening paper by Bernard Spolsky (Israel) argued against the rigidity of approaches to functional testing that assumed the possibility of a single set of guidelines. In the first session, Marie Wesche (Canada) also presented a paper, setting out principles of performance testing and describing in detail a

test being developed for placing foreign students in Canadian ESL classes.

Issues in the practice and theory of measurement were next discussed in papers by Grant Henning (U.S.A.) and Harold Madsen (U.S.A.) who each considered various aspects of latent trait models for language testing.

Cognitive aspects of language testing were the topic of the next set of papers. Peter Skehan (Great Britain) reported research showing correlations among first language development, intelligence, and second language achievement. Helmut Vollmer (Federal Republic of Germany) summarized research on the influence of second language abilities on various skills. Rudiger Grotjahn (Federal Republic of Germany) described a cognitive approach to test validation using verbal reports.

A paper by Gregory James (Great Britain)
Continued on page 14

THE STANDARD BEARER

Edited by Carol J. Kessler, Georgetown University

Professionalism is our main theme for the *Standard Bearer* this month. Replies to previous columns and more information on self-study comprise the column.

C.J.K.

Professionalism and the M.A. in TEFL

by John J. Staczek
Georgetown University

"The M. A. and TEFL" in the December 1986 issue of *The Standard Bearer*, while it illustrates a perspective on the "consumption" of graduate professional training in the overseas private sector, overlooks the more important perspective, namely, the professional character of the degree and the advantages it confers on its holders. Our profession, no matter what the paying consumer, i.e., employer, is willing to purchase, recognizes master's level training in TESOL as a professional credential. The degree carries with it the understanding that (1) the holder has mastered concepts of theory and application, and (2) is prepared to engage in instruction, curriculum design, materials development, testing and assessment, and some level of program administration such as coordination of skills, levels, materials, and testing.

There are areas in an EFL program that require the analytical and practical skills, the initiative, and the ability to articulate questions and solutions to problems that only a qualified practitioner can provide. From my perspective as an applied linguist who advises graduate students and as a former director of an EFL program, the master's degree in TEFL is the "degree of choice" for it tells me that an individual has made a commitment to a profession and is willing to work with a cadre of other professionals toward a common purpose. It is a degree that provides the holder with the versatility to specialize in any number of aspects of an EFL program. Its rewards, after the valuable experiences of the usual apprenticeship (yes, part-time and full-time employment, and combinations thereof), are career advancement in teaching, leadership, and administration. These steps, we all recognize, take time to accomplish. It is our responsibility to behave as professionals in our quests for employment in the U. S. and overseas. This means that professionals have to market themselves as professionals to prospective employers who, in turn, need to be made aware of the value of professionals in an EFL program.

The history of our profession is replete with the anecdotes of employers, domestic and overseas, who consume the products of our programs at minimal, and even substandard, salaries. To take the economic analogy a step further, it is somewhat akin to a manufacturer buying materials at the lowest possible price to keep production costs down. Quality may not be among the highest of considerations.

Because TEFL is not a common undergraduate specialty and because recent baccalaureate graduates can hardly expect to have more than occasional experiences teaching EFL, the

master's-qualified teacher, by preparation and experience, is the professional. The advanced preparation of the professional, though not all sectors of the employing economy recognize it, comes with a premium, its professional recognizability among practitioners. It is these same practitioners who move within the domestic U. S. market and international markets, carrying with them experience and salary histories. In the U. S., European, and Middle Eastern markets, professionals compete for college or university positions, not to mention many private contract positions, on the basis of the recognized terminal master's degree in TEFL. In these three markets there exist master's level training programs through local universities and through joint ventures with an American partner. As the author of "The M. A. and TEFL" article points out, there are several such programs in Japan. However, in addition to the sources surveyed by Mr. Redfield—"home tutors . . . commercial language schools, jobbers in the business of supplying teachers to companies, . . . full-fledged in-house company teaching positions"—college teaching positions seem to require the master's-prepared teacher because of the prestige and financial benefits that accrue to these positions. In Latin America, on the other hand, there are no master's level training programs except for an occasional joint "export" program. In my mind, the issue in Japan, Latin America, North Africa and Asia is not related to the M. A. and TEFL but to a segment of the sources of potential employers, including the entrepreneurial "jobber."

It strikes me that with recognized guidelines and criteria established by professionals, with instructional programs taught by professionals, and with EFL programs implemented by professionals, many with the master's credential and even the doctoral degree, ours is a profession. And, who but the professional, acting in the interests of the profession and the student-consumers of EFL, is in a better position to raise the level of awareness of prospective employers? EFL is our profession, and its standards and practices our responsibility.

About the author: John Staczek is a professor of linguistics and assistant dean for Graduate Studies in the School of Languages and Linguistics at Georgetown University.

CORE STANDARDS

If you have questions about TESOL's *Core Standards*, its program regulation efforts or the process of self-study, contact Susan Bayley, TESOL, Suite 205, 1118 22nd Street, N.W., Washington, D.C. 20037, U.S.A. Telephone: (202) 625-4569. Multiple copies of the *Core Standards* may be purchased at \$1.00 each while the self-study materials (the manual and accompanying standards and questions) may be purchased for \$10.00 US per set, the complete set for \$30.00 US (the manual and accompanying standards and questions for the four program levels).

Why Self-Study?

Now that more than 175 programs have endorsed TESOL's *Statement of Core Standards for Language and Professional Preparation Programs*, there is increased interest in learning more about program regulation through the process of self-study. Many programs have requested TESOL's *Self-Study Manual* and accompanying *Standards and Self-Study Questions* for their particular program level (elementary and secondary; adult education; postsecondary; professional preparation) because they wish to learn more about the process of self-study or undergo self-study. They have often requested these materials in their letters of endorsement, a prerequisite for obtaining the self-study materials.

Other programs that have already endorsed the *Core Standards* may not know whether they are ready to commit themselves to the process of self-study, but are interested in learning what TESOL has contributed to the profession's efforts at program regulation through the process of self-study. If yours is such a program, you may purchase these materials, a good introduction to the process of self-study, for you and your colleagues.

If your program has not yet received these materials, you may want to know why a program would choose to undergo self-study. There are, of course, a number of reasons, outlined in the *Self-Study Manual*. Here are some of them:

1. Self-study processes precede and provide the firm foundation for program planning efforts.
2. Self-study processes are intended to help programs improve by clarifying goals, identifying problems, reviewing programs, procedures and resources, and by identifying and introducing needed changes.
3. Self-study processes result in ongoing, useful research and self-analysis which can be incorporated into the life of the program.
4. Self-study stimulates the often long-neglected review of policies, practices, procedures and records.
5. Involvement in self-study processes is an effective orientation for administration, faculty and staff members.
6. Self-study enhances openness, improves communication patterns and heightens group functioning.
7. Self-study provides useful reports for evaluation teams, institutions, departments of education and accrediting agencies.
8. Self-study provides programs with the opportunity for thoroughly assessing the extent to which they meet TESOL's *Core Standards* and *Specific Standards*.
9. Self-study provides recognition of the ESOL program within the institution or the community.
10. Results of the self-study processes help to improve organizational or programmatic health.

Note: The item above is adapted from H R. Kells, *Self-Study Processes. A Guide for Postsecondary Institutions*, Second Edition New York: Macmillan, 1983, and NAFSA's *Self-Study Guide* Washington, D.C.: National Association for Foreign Student Affairs, 1983.

Continued on next page

THE STANDARD BEARER
Contributions involving employment issues and related topics should be sent to Carol Kessler, Editor, *The Standard Bearer*, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057.

Standard Bearer

Continued from page 13

REPORTING OF PERSONNEL BENEFITS PACKAGES AND WORKING CONDITIONS URGED

October 28, 1986

Dear Ms. Kreidler:

Myrna Knepler brings up several important points in her letter (December 1986) about the problems facing part-time ESL teachers in adult education programs. An equitable pay scale for all teachers, indeed, does not necessarily mean that all teachers receive professional salaries; a policy of pro-rated health benefits for part-timers does not imply medical security. Many ESL teachers have a difficult time finding positions that pay a decent wage or can offer any long-term job security at all.

Despite the less than desirable wages and benefits of ESL part-time teachers, there is, I feel, reason to be optimistic. Programs everywhere are becoming more and more aware that teaching staff is their most valuable resource. Information (i.e., data on the working conditions of ESL part-time professionals across the country) is being sought to present funders with a clear picture of part-time personnel needs to be addressed. Our own professional organization, TESOL, has launched a program of self-study for ESOL and TESOL programs and has established its *Core Standards for Language and Professional Preparation Programs*.

Hopefully, as Ms. Knepler suggests, the identification of model adult ESL programs will result from TESOL efforts and from the efforts of special projects like that of Peggy Kazkaz and Suzanne Leibman of Illinois. This can best be achieved by encouraging programs to self-report on the state of their personnel benefits packages and working conditions, whatever they may be. Editorial statements such as Ms. Knepler's can serve as testimony to the need for improved working conditions, but hard data will provide the truest assessment of the current state of conditions for part-time teachers and the strongest ammunition to improve those conditions.

Sara Smith
International Institute of Rhode Island
Providence, Rhode Island

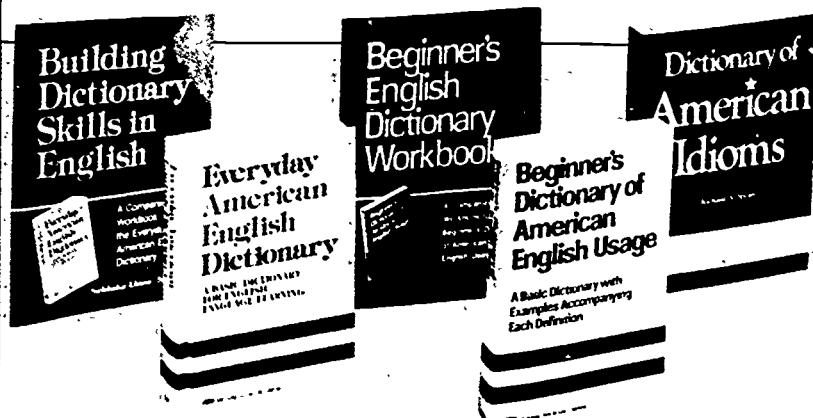
Carroll and Lado

Continued from page 12

reviewed oral tests and testing over the last twenty-five years. In another historical paper, Charles James (U.S.A.) surveyed the development of listening comprehension tests. Jan van Weeran (Netherlands) presented a paper on testing pronunciation, and John Read (New Zealand) described new tests of vocabulary knowledge.

The development and the present form of the new TOEFL writing test were described in a paper by Charles Stansfield (U.S.A.), a paper that stimulated active debate. Viljo Kohonen (Finland) presented a whole person approach to testing communicative skills at the elementary school level; Peter Hargreaves (Great Britain) discussed the predictive validity of a test of English for Academic Purposes, and Margaret Des Brissay (Canada) spoke of the problems of developing ESL tests for China. Brendan Carroll (Great Britain) presented a model for testing receptive and productive literacy and literacy.

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In an afternoon poster session, Israeli scholars reported on their work. Topics included in this session included Isabel Berman on the large-scale English testing program of the National Institute of Testing and Evaluation; the army test of functional literacy developed by Robert Cooper, Raphael Nir, and Bernard Spolsky; tests of speech act performance studied by Andrew Cohen, Shoshana Blum-Kulka and Elite Olshat; analysis of mis-translation as cues to reading comprehension difficulties by Joan Abarbanel and Marsha Bensoussan; a study of test taking strategies conducted by Claire Gordon; the assessment of writing by elementary school pupils described by David Nevo, Liora Weinbach, and Mark; a new matriculation oral English test described by Elana Shohamy, Thea Reves and Yael Bejerano; and research on students' attitudes to

verbal and non-verbal testing presented by Moshe Zeidner.

An evening was devoted to formal tributes to Carroll and Lado, Bernard Spolsky introduced the speakers and described their contributions, and Charles Stansfield reported on memories he had collected from their students and colleagues. In his own presentation, John Carroll discussed a number of measurement issues, such as item response theory and factor analysis, just as language is multidimensional, so must more than one test be given to obtain a complete assessment picture. Robert Lado reported on a study he had recently completed of the cloze test, and showed how his data supported Carroll's published misgivings about the technique.

Selected papers from the meeting are in *Language Testing*, December 1986.

INTERNATIONAL EXCHANGE

Edited by Liz Hamp-Lyons, University of Michigan

As TESOL comes of age in 1987, it seems appropriate to circulate to a wider audience this shorter version of an article originally published in *On TESOL '83*, in which Elliot Judd explores some of the serious political and moral issues which we as mature professionals in a mature profession must face in our daily lives. L.H.-L.

Teaching English to Speakers of Other Languages: A Political Act and a Moral Question

by Elliot Judd
University of Illinois

Introduction

Teaching English to speakers of other languages (hereafter, ESOL teaching) is a political act. Those of us who are engaged in the teaching of English to non- or limited-English speakers are, in addition to teaching, also directly or indirectly implementing a stated or implied language policy as well as actively promoting a form of language change in our students. Because we are engaged in all these activities simultaneously, we are involved in a political process.

Because we are immersed in such a process, we must realize that we are faced with certain moral dilemmas, the solutions to which, if they exist, may be complicated and painful. I would like to explore both the nature of ESOL teaching as a political activity and some of the moral questions that arise from this situation. My intention is to raise questions and stimulate debate, rather than provide definitive answers.

A Political Act

The roots of education in any society must fit with the overall political goals of that society. It is political authorities, for example, who decide what subjects are permitted or encouraged in schools. This is especially true in the case of second language instruction, both in terms of the decisions about which language(s) are chosen for instruction and which language(s) are not permitted to be taught. Further, the degree of emphasis to be placed on each language and the level of proficiency desired for each language taught are often political questions. Public education is funded through taxation or through other political avenues, and choices made in the disbursement of such funds reflect political philosophies. If money is spent on ESOL teachers, materials, specialists, and tests, other priorities, educational or otherwise, are not funded to the degree that would have been possible had the ESOL allocations not been made. Ultimately, all of the decisions made about ESOL teaching must be justified in terms of the political benefits to be derived.

A related point is that ESOL instruction, alone or as part of bilingual education, is part of a country's general language policy. Given that the determination of that language policy is in the political arena, ESOL decisions are political decisions. Languages are chosen for their utility, not for their linguistic aesthetics or overall structural properties. The status and function of English and its relation to other languages in a particular society is determined deliberately by those in power. Those in power must continually evaluate English language use and decide if changes are to be made. Such decisions are based on the political usefulness of English and its effects on other parts of the political arena. Such decisions also affect the form and model of English chosen for instruction in any given

The implications of this are perhaps obvious: ESOL teaching and teachers are not only affected by the political process; we are also part of that process. We receive funds from existing political institutions; our very existence is invariably linked to those institutions and the political climate in which they function. In short, whether we like it or not, we are political creatures. We may choose on an individual level to remain apart from partisan politics, but we cannot claim that we are above politics or beyond its grasp. As educators implementing approved governmental policies, we are part of that system.

The Moral Dilemma

Establishing language policy in general and ESOL policy in particular involves making decisions. One variable which often affects the choices that are made is the relative status of a particular language in a specific society at a particular point in time. When we discuss the notion of the status of languages, we, of course, are making relative, comparative judgments which elude exact measurement. Attitudinal factors influence perceptions of language status, and relative status relationships between languages change over time. As a result, choices are made which involve the teaching profession. When we are involved in teaching ESOL, we hope to promote the use of English in the target population. Of course, the degree of English language use and the domains in which it functions vary from situation to situation (Judd, 1981). But we are always agents of language change: if we did not expect our students to learn English and change their English language use, why would we be teaching at all? These decisions can force ESOL professionals to confront serious moral dilemmas.

Are we, for example, contributing to the demise of certain languages or linguistic communities? Do we have the right to do so? The answer to the first question can depend on the context of ESOL instruction. Generally, in English-as-a-second-language environments, such as Canada or the U.S.A., we are not contributing to global language loss since the languages our students speak will be spoken by others in the students' home countries. However, in some situations which are often classified as 'ESL' contexts this may not be true. Day (1981) speculated that ESL teaching in Guam may be leading to the 'genocide' of

Chamorro a similar situation may be occurring in certain North American contexts with respect to the indigenous Native American languages. Should we be concerned about this state of affairs?

Questions of language change and language demise also occur in English-as-a-foreign-language contexts. With the use of local "Third World Englishes" (see, for example, Kachru, 1982a; Pride, 1982), complete indigenous language and culture abandonment is unlikely. In fact, new English forms are becoming more widespread. In some contexts, however, such as the South Pacific, English is replacing other languages (Moag, 1982). Are we contributing to this language shift, or accelerating its pace?

The answers to these questions are far from simple, involving basic conflicting concepts of philosophical and moral approaches to the issues. One view is that language shift is a natural sociolinguistic process; that we should take a descriptive approach and accept the reality. Another view is that although language change is natural, it is not inevitable; and that as professionals we must play an active part, voicing our concerns when our teaching produces consequences of which we do not approve. In this view, we as teachers involved in the political process are responsible for the political and social effects that our instruction causes.

The conflicting opinions we are faced with depend on personal viewpoint and represent philosophical positions. On one hand we have the "majority-rules" position, which maintains that decisions should be made in terms of the benefit that will be derived by the larger society. In second-language instruction, we justify our teaching on the basis of the political, economic and social benefits to be gained by those who receive instruction. But of equal importance from the collective point of view of the majority-rules position are the advantages to be accrued by the wider society from such instruction. If, in the process, certain languages or certain cultures diminish or even disappear, the loss is small when compared to the overall benefits for the majority. This same position would be applied in the case of multidialectal education. On the other hand we have an "individual-liberty" position: such a position maintains that every group, and every individual, has the right to maintain linguistic and cultural autonomy. In this view, society ultimately gains through individual freedom and diversity, and larger groups should not impose their will on smaller ones. It is the right of every individual or group to decide whether they want second language instruction, bilingual education, or multidialectal education. It is further implied that those in power should aid diverse groups in implementing their own educational destiny.

When we link these two positions to the questions raised earlier, we can better understand how moral issues arise in ESOL teaching. Those advocating the individual-liberty stance would decry the fact that, as ESOL professionals, we run the risk of changing certain groups' linguistic patterns, and would challenge our right to do so. Conversely, the majority-rules position ultimately asks questions about who benefits from ESOL instruction and may ask educators to demonstrate how their work benefits society as a whole. It further assumes that those in power can decide fairly what is good for society and then implement those decisions equitably.

Continued on next page

INTERNATIONAL EXCHANGE

News items for this page should be sent to Liz Hamp-Lyons, English Composition Board, University of Michigan, 1025 Angell Hall, Ann Arbor, Michigan 48109, U.S.A.

Teaching ESOL

Continued from page 15

Additional Dilemmas

Political decisions about second language use are, by nature, group-directed. Yet there are also problems on the individual level since ESOL students and instructors are often placed in situations which are at odds with group decisions. Thus ESOL practitioners often face interesting moral questions of how and when individuals are obliged to follow society's general principles and when they should deviate from them.

For example, consider who is allowed to study English. In parts of the world formal education is accessible only to the elite, and owing to the current high prestige status of English as an international language our classrooms may be full of the most privileged of the population. Does our ESOL instruction result in the continued dominance of these selected few and perpetuate the status quo? Will those we instruct share their knowledge and their power with the society as a whole or use it only to aid a certain segment of the society? (Jernudd, 1982; Britton, 1976) Should we question the motives of our students or accept unquestioningly the determination of who is to study English and who is not?

A second, related, example also shows the moral dilemmas that arise from the political aspects of ESOL teaching. In many parts of the world English is a vehicle for personal advancement: it is the language of scientific and technological information, and it serves as an international status marker (Kachru, 1982b; Strevens, 1980). Yet in many parts of the world the actual number of positions open for those with such skills is severely limited and competition for them is very keen: entry and advance-

ment may be determined by political connections rather than English language ability. Should we as ESOL professionals inform our students that their dreams may not be realized because of these realities? Should we participate in an educational process which nurtures illusion? Again, moral issues enter the discussion.

Conclusion. Is One Possible?

It is probably not really possible to offer a conclusion to this article. I cannot offer any definite solutions to the problems I have raised for several reasons. One is that the answers to questions of morality are not absolute. Both sides have strong positions with some validity. In fact, the positions may be irreconcilable. Second, for me to suggest any solutions would in effect be to impose my own moral assumptions, which would be contradictory to the purpose of this article. Finally, ESOL teaching professionals who have already established their own points of view are probably strongly entrenched in their beliefs, so concluding arguments would not convince them otherwise. What I can propose is that we all begin to realize that ESOL teaching is a political act and

investigate this situation more thoroughly. I further hope that we will begin to recognize and discuss the moral issues that we all face without taking absolutist positions and failing to hear what those who challenge them have to say. Finally, I hope this article has provided some controversy so that we can get issues out in the open and begin honest discussions.

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Briefly Noted

ESL LITERACY BULLETIN A NEW NEWSLETTER

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IT WORKS

Edited by Cathy Day, Eastern Michigan University

Two colleagues from the University of Pittsburgh ELI-Japan Program have contributed teaching ideas for this issue. They both acknowledge each other's help as well as help from other colleagues. It must be a good place for creative teaching! You may enjoy trying their ideas. C. D.

Card Tricks: Games for Vocabulary Building

by Marc Helgeson

University of Pittsburgh ELI-Japan Program, Tokyo

When new words come up in class, write them on index cards.¹ Begin each vocabulary session with a quick "receptive review." The receptive review is simply quickly showing the words to the students; if they have forgotten the meaning of any, they can ask you or another student. If they know the word, they do not need to say anything. Initially, you may need to encourage the students to ask about words they have forgotten. Once they get used to the vocabulary game process, they will be more willing to ask. The receptive review serves not only to remind the students of the words but also to set the parameters for the game. It will make the game run more smoothly.

Periodically you and/or the students should go through the cards and get rid of those words that have become very easy to use. Those cards can be returned to the active-use stack for recycling and review later.

In the small group games below, you can make multiple sets of about 20 words each.

Vocabulary Games

Single word games

1. **Slap.** (Groups of 2-6) The vocabulary cards are placed face up on a desk or table. Students take turns thinking of a word and giving a hint such as a synonym or an incomplete phrase. The first student to slap the card and say the word, collects it. The student with the most cards at the end of the game is the winner.

Note: Since the students can see all the words, this game is particularly useful when there are many new words which the students do not know well.

Variation 1: The teacher gives the first hint. Thereafter, the student who collects a card gives the next hint. This prevents a single student from dominating the game.

Variation 2: The students play in groups of three (up to three groups can use the same set of cards). They give the hints in turns. The team that collects the most cards is the winner.

2. **Antler Dance.** (Whole group) Students each receive one card which they may not look at. They hold the cards, face-out, against their

foreheads. All students move about the room giving each other hints. If a person cannot guess a word from a given hint, that student moves on to another partner. When a student guesses a word, that student receives a point (poker chips make good counters) and another word card from the teacher. The student who gets the most points wins.

Fluency games

1. **Add a Word** (Groups of 4-6). Each student is dealt five cards, face down. One card is placed face up in the middle of the group. The first student to construct a sentence using a word from his stack and the face up card, places the card from his hand in the middle. The other students then try to construct a sentence with that word and one from their own hands. The first student to use all his cards wins.

Note: Students may not follow themselves (play two consecutive cards). You may wish to forbid the use of conjunctions if the sentences get too absurd (My friend likes *tenderloin* steak and he is wearing a *plaid* suit.)

Variation: All sentences must be part of a

progressing story.

2. **Pass to the Left.** (Groups of 4-6) Each student is dealt five cards. Each student places the card that is easiest to use face down on the table. Then, the students pass their most difficult card to the student on their left. The teacher places a card face up on the table. By turns, students try to construct sentences containing both the word in the center (the center card) and the word they have placed face down. When a student is able to do so, her face down word is placed on top of the original center word. The next student must use her own face down word with that word. If unable to do so, she may pass. After each round (once around the table) each student again passes her most difficult card to the student on her left. The game continues until one student has used all of her cards.

Note: It may be useful to forbid the use of conjunctions. If students take too much time thinking about their sentences, consider imposing a 15-20 second time limit for responses.

3. **Attack!** (Whole group) Students each receive two cards which they may look at. They then hold the cards, face-out, in front of them. All the students move about the room, looking at the other students' cards. When a student can make a sentence using one of his own words and one word that another student is holding, he receives two points and both students receive new cards. The student with the most points at the end of the time period wins.

Variation: Cards are spread face up on a table. Students work in pairs to create as many sentences containing any two of the words as

Continued on page 19

Teaching Academic Skills Through Folk Tales

by Steve Brown

University of Pittsburgh ELI-Japan Program, Tokyo

Most texts and programs recognize the need to integrate the four skills, but the material we work with is often too thin to sustain student interest through any recycling. Folk tales offer universal truths through often fascinating particulars. Since the same basic story is often expressed in several ways, very natural information gaps are created. My version of a tale is likely to be different from yours, and knowing that makes me want to hear your story. In listening and retelling, we are likely to disagree, interrupt, ask for clarification, and so on, without realizing we are "speaking prose."

The Activity

The teacher prepares two versions of a folk tale. The differences should be global rather than word-level in order to discourage students from simply reading the text to each other. For example, the Italian and French versions of "Little Red Riding Hood" would be appropriate. Another folktale with two versions, both told in two different regions in northern Japan, appears below.¹

Assign the folk tale as homework. The students' task is to write down the main ideas and words they feel they will need to retell the story. The teacher can either ask for an outline or a series of notes,² but it should be emphasized that the students will be able to use only

what they have written to retell the story to their partner.

The next day, the students pair up. "A" tells her story from notes while "B" listens. B takes notes on the similarities and differences between his version and A's. B can ask as many clarification questions as he likes. Once he understands A's tale, B tells his while A takes notes and asks questions. They may not look at each other's notes.

Once A understands, together they make a list of the similarities and differences, trying to sort out any differences of opinion or misunderstandings. They then either write a comparison/contrast essay for homework or simply report results to the class orally.

Thus, in one hour-long activity, it is possible to have intensive practice with main ideas, note-taking, listening, summarizing, comparing and contrasting. All this, and a little fun and culture too.

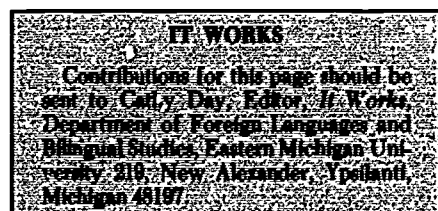
Magoshiro's Hand Mill (Version One)

Once upon a time, there lived a farmer named Magoshiro. He loved to pick wild flowers. One morning, he was picking flowers near the shore of a lake when he heard his name.

He looked up and saw a beautiful woman. She said, "I want to ask you for your help. I heard the villagers are going to visit the Grand Shrine at Ise soon. Are you going with them?"

"I'd like to," he answered, "but I have no money."

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MINISCULES

Edited by Howard Sage,
New York University

Writing with a Word Processor by William Zinsser. 1983. Harper and Row, Inc., 10 East 53rd Street, New York, NY 10022. 128 pp., \$12.95 hardcover; \$5.72 paper.

If you are new to word processing and hesitant about learning it, then read this book! Zinsser describes his passage from neophyte to master of word processing. He details everything from the arrival of his new machine, his tentative first efforts, mechanical breakdowns, a reversion back to the typewriter, and finally his submission of the manuscript for his book on a floppy disk.

Reading this book is like being an armchair traveler. You share in the author's experiences before you start out yourself. Zinsser's sympathetic style makes the reader feel that if Zinsser can learn word processing, then so can he or she. *Writing with a Word Processor* is generic; it does not teach or endorse a particular type of word processor. This book is funny and encouraging; it is a quick read.

Roberta Lynch
Baruch College, CUNY

Asian American Literature: An Introduction to the Writings and Their Social Context by Elaine H. Kim. 1982. Temple University Press. Philadelphia, Pennsylvania 19122. 363 pp., \$34.94 hardcover.

The title, *Asian American Literature*, is rather misleading for this extensively researched study of the portrayal of Asians—Chinese, Japanese, and Filipinos—first by Western authors and then by Asian authors. Elaine H. Kim studies these literary works from a sociological point of view, basing their literary merits on their authors' ability to portray Asians accurately.

Early "Anglo-American" authors present Asians as faceless hordes and sly villains, but also as shrewd intellectuals. Early Asian immigrant writers between 1840 and 1924 wrote mostly autobiographical accounts of difficult, lonely, alienated lives. In later generations, however, Asians are portrayed in divergent ways, from the stereotypical quaint, exotic, and somewhat bizarre Chinese to the cruel, warlike Japanese and the rather primitive Filipino. There are the self-conscious introspections from the who-am-I, caught-between-two-worlds, second and third generations wondering about their identities. There are the angry young men, and a few women, decrying racial discrimination and inequality. And finally there are the authors trying both to keep an Asian identity and to assimilate.

Kitty Chen Dean
Nassau Community College

MINISCULES

We invite you to send your miniscules (mini-reviews) of 150 words or less to: Howard Sage, Editor, *Miniscules*, 790 Greenwich Street, Apt. 4-H, New York, NY 10014 U.S.A. Please include all bibliographical and price information.

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Card Tricks

Continued from page 17

possible within a three minute time limit. Each pair then joins with another pair and reads or says its sentences. The other pair listens, and accepts or challenges (with a correction) the grammar or usage of the target words in each sentence.

4. Building a Story/Skit (Groups of 3-5). Each group receives 20-30 cards. They must create a story and include as many of the words as possible. They then create a skit to dramatize their story. The skit is performed for the other students. The group using the most target words is the winner.

Note: The author wishes to thank the following people for their suggestions: Steve Brown, Julian Bamford, Michael Evans, Sharon Howard, Mario Rinvolucri, Carol Romett, and Joanne Sauber.

About the authors: Steve Brown is an instructor at the University of Pittsburgh English Language Institute Japan Program in Tokyo. He has taught ESL/EFL in California, and for the past six years, in Japan. Marc Helgesen also teaches at the University of Pittsburgh English Language Institute Japan Program in Tokyo. He is the principal author of *English Firsthand* (Lingual House/Lateral Communications) and is the editor of the Japan Association of Language Teachers (JALT) *Language Teacher* "My Share" activities column.

Editor's note: Mr. Helgesen sent many more games than we have room to print. Let me know if you'd like others printed in a future issue.

C.D.

Briefly Noted

MEXICAN IMMIGRATION IN CALIFORNIA

R-3365-CR, *Current and Future Effects of Mexican Immigration in California*, by Devin F. McCarthy and R. Burciaga Valdez, May 1986, ISBN 0-48330-0742-4, 104 pp., \$10.00

R-3365, the report of a study sponsored by The California Roundtable, an organization of the state's 90 largest businesses, examines the impact of Mexican immigrants on California.

R-3365 is a larger and more detailed version of an earlier summary volume, R-3365/1-CR (47 pp., \$4.00), which was produced in fall, 1985. Both volumes are available directly from RAND. Write to: Publications Department, The RAND Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, California 90406.

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Folk Tales

Continued from page 17

"I'll pay your expenses if you do me a favor. You see, I'm the spirit of this lake. I have a sister who lives near Ise. We haven't seen each other since we were children. I'd like you to take a letter to her. Would you?"

Magoshiro wanted to go to Ise, so he agreed at once. The woman took out a letter and a bag and said, "Here are 100 coins. Don't use all the money. Leave one coin in the bag at night and you will find 100 coins the next morning." Then, she told him how to find her sister and she disappeared.

At the end of the month, the villagers visited Ise. After seeing the Shrine, Magoshiro hurried to the lake. When he reached it, a light rose from the water and a beautiful woman appeared on shore.

The woman was very happy to get the letter. She asked Magoshiro to take her answer to her sister.

When Magoshiro returned, he went straight to the lake, gave the spirit the letter and told her all about his trip. She was very happy and gave him a small hand mill. She told him to grind one grain of rice a day. She said he would get a grain of gold in return. She also warned him not to grind more than one grain, then disappeared.

Magoshiro followed her instructions and grew to be a rich man, but one day, when he was away, his younger brother put one grain of rice in the mill, and a grain of gold came out. Then he put a bowl of rice in the mill and the mill tipped over and rolled into the pool in the yard and disappeared forever.

Zempei of Kirikiri (Version Two)

Once upon a time, there lived a farmer named Zempei. One year, the villagers planned to visit the Grand Shrine at Ise. He was a poor farmer, so at first he didn't join the group. Soon, he was sorry and decided to join them. He hurried to catch up, but soon got lost, and found himself at a large lake.

As he rested on the shore, he heard a voice call his name. A young woman with a baby in her arms rose from the water. "I am the spirit of this lake," she said. "I came here three years ago, when I got married. I have never returned to my parents, who live in a lake near Ise. Would you please take them a message?"

Zempei agreed to take her message, and she handed him a small bag of money. "Don't use all the money," she said. "If you leave one coin in the bag at night, you'll find 100 coins in the morning."

After visiting Ise, Zempei hurried to meet her parents. When he got near the lake, he saw an old man in a boat. "You're Zempei, aren't you?" he said. "We've been waiting for you."

He took Zempei to the middle of the lake. Zempei blinked his eyes and was amazed to find himself in a beautiful room under water. An old woman brought many kinds of delicious food. The old man and woman were very happy to get news of their daughter and grandchild.

The next morning, they gave Zempei a purse full of gold and the old man took him to shore. With the purse and the bag from the lake spirit, Zempei became the richest man in his district. Every year, he visited the Shrine and gave thanks for his good luck. For many years, his children did too, but one year they forgot. The money in the bag disappeared and the family was poor again.

LETTERS

A READER'S RESPONSE TO "EXPECTATIONS AND REALITY: TEACHING ESL INTERNATIONALLY"

June 9, 1986

To the Editor:

I am an associate professor of English at Shanghai Jiao Tong University, Shanghai, the People's Republic of China. At present, I am doing research and further study as a visiting scholar at Graduate School of Education, University of Pennsylvania.

I read the article "Expectations and Reality: Teaching ESL Internationally" in the April '86 Issue of TESOL Newsletter with mixed feelings. I was happy because I could read something here concerning my own field, teaching English in my home country.

I don't know which university was involved in the article, except that it was a technological university in Northeast China. I agree with the author's comment that it is "an area which may not be typical of China." From my own experience as an English instructor for more than twenty-five years, a cooperator with American teachers at my home university and a member of Shanghai Association of Foreign Languages where EFL teachers of different universities often meet, I would like to provide some additional information in a separate article. Here I would just like to make a few comments on the above-mentioned paper.

In the area of Northeast China, books may not be so available as in such cities as Nanjing, Wuhan, Guangzhou, let alone Beijing and Shanghai. Teaching facilities might not be so handy there either. But as far as I know, there are respective national syllabi of English teaching for both English majors and non-English majors. For non-English majors, whose English proficiency usually varies greatly, six levels are set for regular students. Most universities run a placement test right after freshmen enter the college and classes of different levels are formed according to students' proficiency. A national examination is administered once a year to check whether each individual university or college has met the requirements.

The normal size of an English class for English majors is about 20 students, and 30 for classes of non-English majors. Usually there are some Chinese English instructors working as cooperators with foreign teachers, providing them with information about students' ability and needs, and giving them help and support when they meet with difficulties. They can sit in each other's class at an advance notice (many a time foreign teachers and visitors have sat in my classes). So even though facilities are not so handy as in the U.S. teaching could still be going on smoothly.

What I have stated above does not mean what was written in that article was not true. But I am afraid it was not typical and neither should it be generalized.

Su-ying Yang

Note: Since writing this letter, Professor Su-ying Yang has returned home. Interested readers may address letters to Professor Su-ying Yang, Department of Foreign Languages for Science and Technology, Shanghai Jiao Tong University, Shanghai, People's Republic of China.



SUMMER PROGRAMS 1987 * SUMMER PROGRAMS 1987



Teachers of ESOL frequently plan their summers around a teaching assignment or conference away from home, combining one or both with travel. This is TN's first attempt to focus on summer events of interest to ESOL professionals in a single section of the newsletter. In addition, this feature makes it possible for institutions and associations offering summer programs to get notice of these to an interested audience.—TN is interested in hearing from you, the readers, about how you see this feature being expanded (or eliminated) next February.

—Editor

TESOL Summer Institutes: Professional Growth, Personal Enrichment

by Kathleen M. Bailey
Monterey Institute of International Studies

In 1979, following the tradition of the Summer Linguistics Institute, international TESOL sponsored the first TESOL Summer Institute, which was hosted by UCLA. I had the good fortune to work as the assistant director in that program, but I also took two classes as a graduate student. One was a discourse analysis seminar taught by Dr. Evelyn Hatch. While Dr. Hatch was one of my professors during the regular academic year, this was a new course which she had not taught before. The other class was a seminar on teacher observation taught by Dr. John Fanselow, of Teachers College, Columbia University—a professor with whom I did not have the opportunity to study during the school year. In his course I met people who have profoundly influenced my career, and the material we studied together has had a direct impact on my research.

Since that time I have had the pleasure to be a faculty member in the 1985 program at Georgetown University, and more recently the director of the 1986 TESOL Summer Institute at the University of Hawaii at Manoa. Thus I have seen the workings of such programs inside and out—from the perspectives of student, teacher, and administrator. Because of these combined experiences, it is my feeling that sponsoring the summer institutes is one of the most worthwhile projects TESOL undertakes.

Such institutes accomplish many goals. Because the program moves each summer from one host institution to the next, maximum access to instructors and courses is provided to teachers and graduate students around the world. First, the summer institutes provide access to hand-picked faculty members who are known as outstanding teachers and experts in their specializations. Second, they provide an inroad to specialized courses which may not be available at a student's home campus. Third, they offer advanced professional courses on teaching methods, materials, and research for practicing professionals whose busy schedules won't allow them to upgrade their skills during the school year. Finally, and perhaps most importantly, they serve as an introduction to TESOL for local area teachers who choose to take workshops or introductory courses.

The 1986 program drew 490 students, teachers and visiting scholars to its credit-bearing courses. Another 70 people participated in the week-long practical workshops, or in the extracurricular activities. These included weekly Forum Lectures by faculty members and invited speakers, Friday Sessions (three-hour workshops with either a teaching or a research focus), and the Occasional Papers series—presentations of institute participants, visiting scholars, and faculty from the East-West Center and the University of Hawaii.

One of the most exciting events of the summer was the Colloquium on Pidgins and

Creoles, a weekend conference chaired by Dr. Craig Chaudron. The colloquium was supported by grants from the Hawaii Committee for the Humanities and the University of Hawaii Foundation. Workshops for teachers were combined with scholarly presentations by researchers from Britain, Germany, the West Indies and the U.S.A., among others. The program was highlighted by an evening of entertainment, including work by Hawaiian poets and comedians whose presentations in Hawaii Creole English dramatically demonstrated the expressive power of the language and its rich intercultural heritage.

But the official, structured events are only part of what is accomplished at TESOL summer institutes. It is the human connection among committed professionals that adds a special spark to these learning experiences. Since everyone who attends these programs chooses to do so, the motivation to learn is tremendous and the concentrated time span generates incredible energy and intensity of purpose. The quality of instruction is very high, and students and teachers typically become close rather quickly.

The diversity of people attending summer institutes is incredible. In the 1986 program, a heritage language teacher from the Yukon discovered how much she had in common with an aboriginal teacher from Australia, as they took a class together. A Japanese-American teacher from Hawaii established a computer composition link-up for his junior high school students with the students of an ESL teacher from Alaska as a direct result of their participation in the Bilingual Education seminar. In a single seminar, several Egyptian EFL teachers shared ideas with teachers and graduate students from Spain, Uruguay, Argentina, Japan, Indonesia, Australia, Canada, Thailand, the People's Republic of China, and the U.S.A.

The participants came from a total of 32 nations—an illustration of TESOL's richness and professional scope.

At the end of such a program, suitcases are stuffed with lasting memories, as well as new skills, knowledge, souvenirs, and "a ton" of books. In our Hawaiian summer, there were many special moments: a lei-making hike through the hills above Honolulu; three slightly damp outdoor parties; tennis and volleyball games and beer in the patio with favorite professors; a trip to a hula festival and a flea market (now that's culture!); a tea ceremony sponsored by the visiting scholars from JACET (Japan Association of College English Teachers); snorkeling, surfing and sunburns; and dancing to Reggae music 'til the wee hours of the morning before that final paper was due. Many of these social events were arranged by members of HATESL (Hawaii Association of Teachers of English as a Second Language), the local graduate students' organization. Others just happened spontaneously—like the almost daily rainbows.

I appreciate the work of all the instructors, staff members, volunteers, and advisory board members who helped make the 1986 TESOL Summer Institute possible, and the enthusiasm of the participants. The excitement and energy of the learning we did together is with me still. (But if anyone out there is interested in advice, never offer such a program without a full-time secretary and your own photocopier!) If you have the opportunity to participate in a TESOL summer institute, or one of the many other fine professional programs described in this newsletter, I urge you to go.

About the author: Kathleen M. Bailey is an associate professor and the director of the TESOL MA Program at the Monterey Institute of International Studies, 425 Van Buren Street, Monterey, California 93940, U.S.A.

Summer Institute Scholarships: A TESOL Tradition

by Pamela Pine
University of Hawaii at Manoa

Each year TESOL offers its summer institute at a different university campus. The 1986 TESOL Summer Institute, co-sponsored by the University of Hawaii Department of ESL, drew more than 490 participants from the United States and 31 other countries. Following the tradition of previous institutes, funds for last year's TESOL summer institute scholarships were derived from fees paid by visiting scholars.

The TSI Scholarship Committee, headed by Fred Genesec, used the following criteria in selecting 193 recipients from a pool of more than 65 applicants: academic background, teaching and professional experience, and the relation-

ship between applicants' goals and their plans for the Institute. Special thanks go to Ted Plaister and Kathy Rulon for their help and patience in screening the applications.

The awards, which ranged from \$200 to \$500 each, allowed outstanding TESOLers to cover the costs of their course tuition and institute fees. The backgrounds of the recipients reflect the diverse nature of the international TESOL membership. The 13 winners of the 1986 TESOL Summer Institute scholarships were: Matilde Arciniega (Virginia), Susan Carkin (Utah), Chiou-lan Chern (Taiwan), Mohamed El-Komi (Egypt/South Carolina), Milagros

Continued on next page

New Horizons in Language Teaching

The 1987 TESOL-IATEFL Summer Institute clearly opens up new possibilities within the English language teaching world. It will be the first occasion on which such a concentration of respected scholars from different academic traditions have come together with the common aim of increasing the effectiveness of English teaching in all parts of the world. We are certain that the international cooperation which has made the Summer Institute possible will not end with the Institute's closing ceremony. The future offers many possibilities of further events and projects as well as further interaction between scholars from the two traditions here represented. Five hundred years ago, Columbus indicated a horizon of possibilities to the people of Barcelona. His silhouette has been chosen as the symbol of the Barcelona Institute and once again points towards a new horizon.

As mentioned in the December *TN* the TESOL Summer Institute is offering two separate programmes of courses.

The Special Programme includes courses on:

- Classroom Observation
- Second Language Acquisition

Scholarships

Continued from page 20

Gavieres (Hawaii), Lora Glaser (California), Taro Hirowatari (Japan/Arizona), Beth Losiewicz (Colorado), Kazuko Matsumoto (Japan), William Savage (Hawaii), Joan Skinner (Montana), Donna Stripling (Hawaii), and Seiko Yamaguchi (Japan). Persons interested in scholarships for future summer institutes should consult the general TESOL Summer Institute bulletin or the Summer Institute director.

The TESOL organization each year offers summer institute scholarships from the Ruth Crymes Memorial Fund. The 1986 winners were Dr. Rosalina Ora-a-Barrameda (a visiting scholar from the Philippines), and Lakshmi Cumarantunge (a University of Hawaii graduate from Sri Lanka). TESOL members who are interested in future Ruth Crymes awards should contact the central TESOL office in Washington, D.C.

Scholarships for the 1986 TESOL Summer Institute were also offered by the following TESOL affiliates: CATESOL, Illinois TESOL/BE, Oklahoma TESOL, TEXTESOL, and WATESOL (Washington, D.C.). HATESL, the University of Hawaii ESL graduate student organization, offered tuition scholarships to six of its members. Future summer institute participants should also consider outside agencies for financial support. Educational and cultural foundations, professional associations, and government ministries may be able to provide partial or full sponsorships to their constituents.

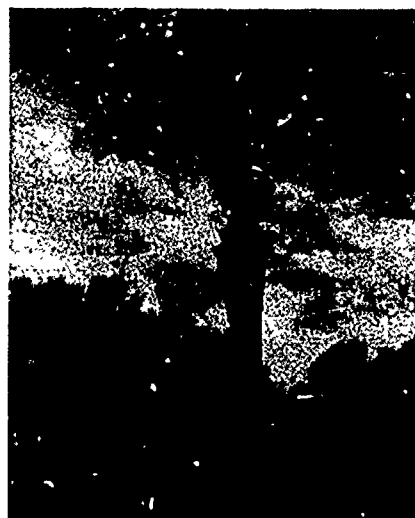
The staff and advisory committee of the 1986 TESOL Summer Institute extend our warmest congratulations to last year's scholarship winners, and our most sincere thanks to the visiting scholars who make the summer institute scholarship program possible.

About the author: Pamela Pine teaches in the Department of English as a Second Language at the University of Hawaii at Manoa, Honolulu, Hawaii. She was the assistant director of the 1986 TESOL Summer Institutes.

- The Discourse of the Spoken Language
- Written Discourse and Reading

The General Programme consists of twenty-four separate courses:

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- New Media in ELT
- Language Testing
- Language Teacher Education
- The Comprehension-Communication Cycle—A Practicum
- An Integrative Approach to Materials Design
- The Language Learning/Teaching Process
- Stylistics and Poetry Teaching
- Observation
- Grammatical Concepts for Language Teachers
- Language and the Professions
- English for Specific Purposes
- Language, Culture and Curriculum
- Options and Consequences in Teaching ESL
- Instructed Second Language Acquisition
- The Teaching of Literature to Non-Native Speakers of English
- Reading
- A Writing Practicum
- Communicative Language Teaching
- Classroom Research
- Testing and Evaluation
- Computer Assisted Language Learning
- Actor's Studio, or Reading Aloud Revisited
- Culture and Language



The news from Barcelona is that enquiries are coming in from all over the world, and that enrolments have already started. If you are interested in attending, then write to the following address, and request information brochure.

Mr. A.D. Reeves
Assistant Director, 1987 Summer Institute
ESADE Idiomas
Av. de Pedralbes 60-62
08034 Barcelona, Spain



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INFORMATION FROM:

E.P. Mills
ESADE
Av. de Pedralbes, 60
08034 Barcelona
Spain
(Tel. 93-203 64 04)



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- Interpreting skills for language teachers: J. Fanselow and T. Komatsu

For further information or registration: Teachers College
MA Program
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3-17-42 Shimoochiai
Shinguku-ku
Tokyo 161 JAPAN tel: (03) 953-8701

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- Testing language skills: S. Ray and C. Grimley
- Specialized methods—listening: R. Oprandy
—drills and “communicative” activities: J. Fanselow
- Reading and writing practica: G. Brookes and J. Fanselow

July 6 to August 14

- Socio Political Concerns in TESOL: D. Larson
- Technologies Practica: P. Arcario
- Topics in SLA: R. Ulliss-Weltz

Further information or registration: TESOL Program
Box 66
Teachers College
Columbia University
New York, NY 10027, USA tel: (212) 698-3936

SUMMER EVENTS 1987

TESL CANADA SUMMER INSTITUTE AND FORUM IN MONTREAL

The theme of the 1987 TESL Canada Summer Institute is Language Education in Canada: Exploring Common Ground. The six-week institute, sponsored by Concordia University and TESL Canada, is divided into two three-week terms (July 2-July 22 and July 27-August 14) with a four-day TESOL Canada Summer Forum taking place from July 23 to July 26. To receive more information, please write to or call: B. Barclay, TESL Centre, Concordia University, 1455 de Maisonneuve Blvd. West, Montreal, Quebec H3G 1M8, Canada. Telephone: (514) 848-2449.

1987 ANNUAL CONFERENCE OF UKRA IN EDINBURGH

The annual conference of the United Kingdom Annual Conference Association will be held July 27-31, 1987 in Edinburgh, United Kingdom. The theme is Reading: The ABC and Beyond. More information from: Christine Anderson, Dean Education Centre, Belford Road, Edinburgh EH4 3DS, United Kingdom.

SIXTH EUROPEAN LSP SYMPOSIUM

The Sixth European Symposium on LSP (Languages for Specific Purposes) will be held August 3-7, 1987 at the University of Vaasa. This symposium is organized by the School of Modern Languages at the University of Vaasa and its Research Group for LSP and the Theory of Translation, under the auspices of the AILA Commission on LSP. For further information, contact: Dr. Christer Lauren, LSP Symposium 1987, School of Modern Languages, University of Vaasa, Raastuvankatu 31, SF-65100 Vaasa, Finland.

AILA 1987 IN SYDNEY, AUSTRALIA

The 8th World Congress of the International Association of Applied Linguistics (AILA) will take place August 16-21, 1987 at the University of Sydney in Australia. Plenary speakers include Wilga Rivers, Michael Clyne, Braj Kachru, and Chris Candlin. For more information write to AILA 1987, University of Sydney, Department of Linguistics, Sydney, N.S.W. 2006 Australia.

CONFERENCE ON LITERACY AND LANGUAGES IN THAILAND

The Second International Conference on Literacy and Languages will be held August 20-22, 1987 in Bangkok, Thailand. The theme is Literacy and Technological Development, and the speakers include specialists in reading, language, education and technology from the United States, Australia and Asian nations. For more information write to: Dr. Tuanchai Tangarmtrong, NIDA Language Center, National Institute of Development Administration, Klong-jan, Bangkok, Bangkok 10240, Thailand.

THIRD FINNISH CONFERENCE ON NEUROLINGUISTICS

The Third Finnish Conference on Neurolinguistics will be held August 28-29, 1987 in Joensuu, Finland. The official conference language is English. For more information, write to: Third Finnish Conference of Neurolinguistics, Department of Phonetics and General Linguistics, University of Joensuu, P.O. Box 111, SF-80101 Joensuu, Finland.

SUMMER IN JAPAN

Mt. Fuji Campus-Showa University

July 20-August 17, 1987

Showa University will host a four week study-travel program on its campus located in the resort town of Fujiyoshida, at the foot of magnificent Mt. Fuji.

- * Emphasis on conversational Japanese and Japanese culture
- * Activities in traditional cultural areas (tea ceremony, flower arrangement, etc.)
- * Visits to local vacation sites
- * Information/assistance for travel to other areas of Japan
- * Optional tour to Shanghai, China available after August 17

Tuition: ¥48,000 (*US\$300-based on ¥160 per US\$ 1.)

Room & Board: ¥72,000 (US\$ 450)

Plus Air Fare

For more information, contact:

Summer Program '87
SHOWA UNIVERSITY
College of Arts & Sciences
1-5-8 Hatanodai, Shinagawa-ku
Tokyo 142, JAPAN
(03) 784-8267

*US dollar quote is subject to variation according to the yen rate.



CONFERENCE ANNOUNCEMENTS AND CALLS FOR PAPERS

IATEFL CONFERENCE IN BELGIUM

The twenty-first international conference of the International Association of Teachers of English as a Foreign Language will be held jointly with Vereniging Vlaamse Leerkrachten Engels, at Westends, Belgium from April 12th to 14th. For more information, write to: IATEFL, 3 Kingsdown Park, Tankerton, Whitstable, Kent CT5 2DJ, England.

CALL FOR PARTICIPATION VENEZUELA TESOL CONVENTION

Venezuela TESOL will host its Fifth Annual Convention May 29-31, 1987 at the Caracas Hilton Hotel. Presentations dealing with the practical as well as the theoretical aspects of ESL/EFL teaching are sought. Those submitting proposals will be notified of the commit-

tee's decision by March 31, 1987. More information from: Venezuela TESOL, Apartado 61,931, Chacao, Caracas 1060, Venezuela.

CALL FOR PAPERS MEXTESOL CONVENTION

This is a call for papers for the MEXTESOL National Convention, October 16-19, 1987 in Monterrey, Mexico. Abstracts for 60-minute papers and 90-minute workshops are invited until the April 30, 1987 deadline. For abstract guidelines and other submission and convention information, please contact: MEXTESOL c/o Armandito Gonzales, Convention Chair, 5 de Mayo #210 Pte., Monterrey, N.L. 64000 Mexico. Telephone: 44-63-61 or 40-57-55. In the U.S.A., contact: John Schmidt, MEXTESOL U.S.A. Liaison, University of Texas at Austin,

Intensive English Program, Drawer A/UT Station, Austin, Texas 78713 U.S.A.

JALT CALL FOR PAPERS FOR CONFERENCE IN TOKYO

The Japan Association of Language Teachers (JALT) will sponsor the 13th JALT International Conference on Language Teaching/Learning at Meiji University, Tokyo on November 21-23, 1987. Proposals for papers, demonstrations, workshops or colloquia relevant to the conference theme are welcomed. Guidelines for submission and further details may be obtained from the JALT Central Office, c/o Kyoto English Center, Sumitomo Seimei Building, 8F, Shijo Karasuma Nishi-iru, Shimogyo-ku 600, Japan. The deadline for proposals is July 1, 1987.

AFFILIATE/INTEREST SECTION NEWS

Edited by Mary Ann Christison, Snow College

Upcoming 1987 TESOL Meetings

(Meetings are in the U.S.A. unless otherwise indicated.)

March 7	Texas TESOL III, San Antonio, Texas
March 7	Connecticut TESOL, Meriden, Connecticut
March 27-28	Washington State TESOL, Spokane, Washington
March 27-28	Alabama-Mississippi TESOL, Oxford, Mississippi
March 27-29	California TESOL State Conference, Pasadena, California
April 3-4	Intermountain TESOL, Orem, Utah
April 3-4	Wisconsin TESOL, Madison, Wisconsin
April 3-4	Massachusetts TESOL, Boston, Massachusetts
April 4	Ohio TESOL, Columbus, Ohio
April 3-5	TESOL Greece, Athens, Greece
April 4-5	TESOL France, Paris, France
April 10-11	Kansas TESOL, Lawrence, Kansas
April 11	Kentucky TESOL, Pleasant Hill, Kentucky
May 7-8	New Jersey TESOL/BE, Inc., Union, New Jersey
May 7-9	APPI, Lisbon, Portugal
May 8-10	TESOL Spain, Zaragoza, Spain
May 29-31	Venezuela TESOL, Caracas, Venezuela
June 10-13	SPEAQ Conference, Montreal, Quebec
July 14-16	New Jersey TESOL/BE, Inc. Summer Institute

More information on these meetings from: Susan Bayley, Field Services Coordinator, TESOL, Suite 205, 1118 22nd Street, N.W., Washington, D.C. 20037, U.S.A.

Fundraising Idea: Gourmet Dining Club

PUERTO RICO TESOL

Puerto Rico TESOL members like to dine out, frequently entertain friends from the mainland, and like to save money. For this reason, and to raise additional funds, the PR TESOL Executive Board has decided to join the Gourmet Dining Club. Here is how it works. For a \$15 membership fee, members receive engraved invitations to 20 of the best restaurants in San Juan at exclusive discounts. Members simply use the invitations when they pay the bill

and receive such benefits as 50% off a second meal when the first is purchased at the regular price, \$20 off the total dinner, and a free lunch when you buy a lunch. The invitations are worth more than \$200 to members. The best part is that not only do the members get discounts for trying new restaurants, but Puerto Rico TESOL receives \$5 for each membership it sells. The money is for the Puerto Rico TESOL scholarship fund.

If your affiliate would like more information on this fundraising project, please contact: Puerto Rico TESOL President, Ylda Farre-Rigau, c/o Box 22795 University Station at Rio Piedras, Puerto Rico 00931.

New I.S. Proposed

TEDS After a year of preparation and gathering signatures, the petition to form a new Interest Section, Teaching English to Deaf Students (TEDS), is ready. Signatories of the petition (those who wish to affiliate with TEDS) include long standing TESOL members and professionals in Deaf Education who have heard about TEDS and recently joined TESOL. Expressions of support have come from Executive Board members aware of the significant portion of the membership interested in TEDS and of the linguistic and cultural reasons for including TEDS in TESOL.

Important Meeting for TEDS Supporters

The petition will be presented to the Interest Section Council at TESOL '87 in Miami. The day before the Council convenes, there will be an important meeting of TEDS supporters on Thursday, April 23, from 8:30-9:30 a.m. in Parlor 17F.

More than ten TEDS presentations have been scheduled for TESOL '87. A partial listing of titles includes, "Evaluation of an experimental bilingual/ESL syllabus for deaf children," "Survival English for deaf refugees," "Real-time interactive writing on computer networks," "Improving on the job communication," "Visual attention of deaf children to signed input," and "Vocabulary and comprehension gains through captioned entertainment films."

For further information, please contact John Albertini, National Technical Institute for the Deaf, 1 Lomb Memorial Drive, Rochester, NY 14623, U.S.A. Telephone: (716) 475-6276

Continued on next page

AFFILIATE/I.S. NEWS

The editor of this page is Mary Ann Christison, English Training Center, Snow College, Ephraim, Utah 84607. Send Affiliate and Interest section news letters and additional news items to her by the deadlines stated on page 2 of TN.

Affiliate/I.S. News

Continued from page 23

66th Affiliate Joins TESOL

PANAMA TESOL There are now sixty-six affiliates in TESOL. Panama TESOL joined international TESOL in November 1986. This new organization of about 100 members held an inaugural meeting in September 1986 and voted to establish an official relationship with international TESOL. At a general assembly in November 1986, the group approved its constitution and set up various working committees. It has already produced its first newsletter.

Should you wish to make contact with this affiliate, you may get in touch with the new president of Panama TESOL, Melva Lowe de Goodin. Her address is P.O. Box 1388, Panama 9A, Republic of Panama, and her telephone number is 507-286-4470/3638. And, if you happen to be in Panama, why not get to know more about TESOL's newest affiliate? Members of the new organization would be pleased to meet you! The president will introduce you to other TESOLers as well as to the activities and events being planned by Panama TESOL.

AFFILIATE AND INTEREST SECTION EDITORS' MEETINGS AT TESOL '87

A meeting for Affiliate editors is scheduled for Wednesday, April 22nd from 11:30 am to 12:30 pm in the Affiliate Hospitality Room. Interest Section editors will meet on Thursday, April 23rd from 11:30 am to 12:30 pm in the Committee Hospitality Room (Suite 17C).



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*Basic Course - Slow to Fast Forms An extension of the Introduction. It's all you need to know about spoken English, in some 50 hours (23 cassettes/ text sheets, 1 all-English textbook). Over 600 'groupings' (of the much-used little words that get together to tie the language together!) in all of their variant forms from slow formal, step by step to 200 words a minute - as you hear said by the native speakers of all ages.

*Real Life Selections 1-41 125 voices, 9.8 phonemes (3 words) a second average, 94% of the 14,000 are in the 3,000 most-used words. Nursery kids to presidential speeches...the real life habitat in which you find what is learned in the Basic Course...so choose a suitable Selection to study along with it. (1 book, 4 cassettes).

*Common Expressions 76 voices (1 book, 1 cassette), 1,100 well-used 'groupings'...the keys to understand natural speech - from TV, talk shows, comedians, meetings, telephone, street, home and job talk. Complete sentences in almost unbroken conversations.

*Translations, explanations in many languages. Pauses after each complete thought utterance. Ideal for self-study. Teachers Guides Any untrained adult (knowing little or no English) can get effective results (a mother can teach her children naturally spoken English).

Listeners Digest, monthly (1 book, 1 cassette), of what is currently heard said in the US. Keep up your fluency and up to date. (No translations).

All materials are written by sounds (simple IPA) and in usual spelling (TO), explanations in simple English of things not easily found in dictionaries. Books are paper-back, pocket size. US suggested retail (1986) - book \$5, cassette \$10, text sheet 5¢ (or make your own).

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ON LINE

Edited by Richard Schreck, University of Maryland

In this article, Daniel Horowitz focuses on, to use his own words, the "essential contribution of the teacher to the learning process" in CALL. This article does much to give perspective to the place of CALL in TESL. R.S.

The Teacher Makes the Difference in the Computer Lab

by Daniel Horowitz
Western Illinois University

When computer assisted language learning (CALL) first became popular, there was a lot of talk about computers replacing teachers. For those of us who now work actively in CALL, the irony of this early misconception hits hard; if anything, our workload has increased, not only because of our need to become familiar with a new and somewhat perverse machine and an ever-increasing variety of software, but even more because of the realization that computer programs are just one more form of media, which, like video tapes, audio tapes, and others, cannot simply be placed in front of a student with the instruction "Do this!" Imaginative preparation and follow-up are the keys to making the computer lab a successful learning tool, and this means time and thought on the part of a living, breathing teacher. In the following, I've tried to outline a few areas where that time and thought might be well spent.

Student/User Preparedness

To begin with, we must help our students gain the basic skills they need to get the most out of their time with computers. These basic skills include typing and what I call "computer savvy."

Typing: Fortunately, there are a number of good typing tutorial programs on the market, and these can be made available to students during open (free) lab time.

Computer savvy: We should not assume that those who are not familiar with computers will automatically understand how to navigate through the multiple layers of most programs. Careful choice of programs, class demonstrations, group work at terminals, and after-class debriefings are all effective ways to foster development of these skills.

Teacher Preparedness

Just as we would not show a videotape without first having previewed it, we should not ask our students to use a program that we have not spent some time with. Almost every program has its tricky spots, where an ill-advised choice can lead to big problems down the road. The documentation often fails to mention these pitfalls; only experience can teach where they are. After previewing the program and wading through the documentation, teachers can prepare "cheat sheets" which tell students the main objectives of the program, what they will be asked to do, how they can get started easily, what the options are, what pitfalls to avoid, and so on.

Adapting Non-ESL Programs

Through user groups, computing magazines, and non-profit educational software clearing houses, it is often possible to obtain disks full

of public domain programs. Most will not be useful for ESL classrooms, but there are always a few on each disk that seem to have potential.

Some can be used as is. For example, I once found a program that tests extra sensory perception (ESP) through simulated card-guessing. This fit in perfectly with a unit on ESP and probability I was doing at the time, giving the students a much more interesting and dramatic demonstration than I could have provided by myself.

Other programs benefit from the addition of teacher-made materials. I have used several "20 Questions" programs, the main characteristic of which is that they become "smarter" as one plays. They work like this:

Computer: Are you thinking of an animal?

Player: yes

C: Does it have four legs?

P: yes

C: Is it a dog?

P: no

C: I give up. What were you thinking of?

P: a cat.

C: Please enter a yes/no question that distinguishes between a cat and a dog.

P: Does it say woof?

C: For a cat the answer would be . . .

P: no

At this point, the computer "knows" two animals, and the process begins again, repeating itself as many times as the player wishes. After each round, the computer has added one more animal (or car, fruit, country, etc.) to its repertoire.

Clearly, this has great potential in a unit on yes/no questions, but students might find the lack of a clear goal in the game format unmotivating. I made the task more focused by creating several game sheets with pictures of eight animals, eight cars, and so on. The students' job was to "smarten up" the computer so that it could guess which of these pictures a person had chosen. I also gave students a list of yes/no question forms to help them compose

questions. We first created a game as a class so that everyone would get the idea, and then the students worked in groups to produce their own games. Groups that finished early traded game sheets and disks and played each others' games.

Simple Changes Make Programs More Usable

Finally, there are cases where a few very simple changes in PRINT or DATA statements can make a program more usable. Even if a teacher does not have the skills needed to make such changes, the chances are good that a colleague or friend does and would be glad to help.

For example, I once found a program called "Life Expectancy," which asks questions about the lifestyle of the player and ends up predicting how long he or she will live. It was very easy to change the "you" questions to "he," "she" questions and to create worksheets with paragraphs describing imaginary people. The students' goal was to find out how long each person would live by scanning the text for the information needed to answer the computer's questions. This proved to be a popular and painless reading activity.

Customization

One way to make the computer lab tie in better with classwork is to use programs with text editors. These programs allow teachers to enter their own texts and have students "play the game" or "do the exercise" on that text. Typical texts might be something the class has just read, something on a topic just studied, a passage that highlights a grammar point, a student composition, etc. Text reconstruction games, where the player must reconstruct a scrambled or clozed text, certain reading development programs, and programs such as "The Grammar Examiner," in which students earn raises in salary by editing "newspaper articles," all allow the teacher to customize students' work in this way.

Spin-Offs

Teachers can use programs as jumping-off points for other activities. Some examples are:

1. For text adventure games, students can keep "adventure journals" which summarize where they have been and what they have learned. These could be shared with other members of the class, who might be quite eager to benefit from their fellow students' explorations.

2. For programs with text editors, students can enter their own texts. This would require them to read and understand the instructions for using the editor and would result in the satisfaction of seeing one's work "published" and enjoyed by others. A good candidate for a first attempt at this is "Square Pairs," a kind of "concentration" game in which it is fairly easy to create new game boards.

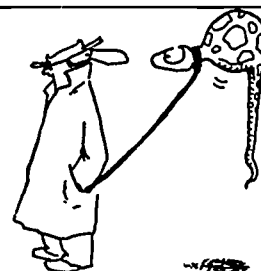
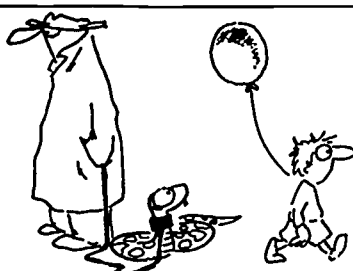
It's obvious that these ideas spell more, not less work for the teacher involved in CALL. However, the inherent attractiveness of the medium, the new possibilities for interactive tie-ins with other class activities, and the potential for useful group interactions at terminals all make the results well worth the effort.

About the author: Daniel Horowitz is a teacher at the WESL Institute at Western Illinois University in Macomb, Illinois. His classroom experiences form a basis for this article.

ON LINE

Articles by language teachers and linguists working with computers are invited. Responses to articles and requests for articles on specific topics are also welcome. Address: Richard Schreck, Editor, On Line, Office of International Programs, The University of Maryland System, College Park, Maryland 20742, U.S.A.

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REVIEWS

Edited by Ronald D. Eckard, Western Kentucky University

The Writing Process: 20 Projects for Group Work

by Nancy Arapoff Cramer. 1985. Newbury House: 54 Church Street, Cambridge, Massachusetts 02138. (vii + 331 pp. \$14.95).

Reviewed by Cheryl Lynn Mason
University of Iowa

Both first and second language researchers and teachers are beginning to question teaching practices which are based on "the writing process." Of particular concern to many is the fact that not all writing tasks require the elaborate support of a multi-step process of pre-writing, rough drafting, revising and editing—a fact that prompts some students to circumvent process instruction by finessing those steps which they deem to be unnecessary. Despite these questions, process writing instruction has many adherents and a growing research base to support it. Until a year ago, however, not a single ESL writing textbook had really taken a process approach to writing instruction. There are, of course, many texts on the market today with "process" in their title or in their subtitle. (Indeed, inclusion of this word seems almost mandatory.) However, most of these texts have attempted to adapt aspects of process writing (e.g., "pre-writing") to more traditional methods—without addressing the more substantial changes in thinking about the nature of writing instruction that process writing instruction actually requires.

Into this vacuum, then, came Nancy Arapoff Cramer's *The Writing Process: 20 Projects for Group Work*, a self-described workbook which does indeed remain true to the complexities of process writing instruction. Geared to advanced students of ESL (as well as basic writers), it features 20 projects which provide opportunities to write on a wide variety of topics (from "personals" columns in newspapers and magazines to college students' opinions about cheating and euthanasia) and in a number of forms (free-writing, proposals, notes, reports, formal compositions).

Each of the 20 projects is divided into six steps: Getting Ideas (featuring "Quick-Writes" and innovative "Tasks" which generate further ideas and provide a wide variety of experiences in data collection), Putting Ideas Together (sharing ideas from their "Quick-Writes" and "Tasks" with a small group), Drafting (completing another "Quick-Write" on one of a large number of possible related topics and then using it to "Focus" on an idea for a rough draft), Getting Feedback (in pairs, in small groups, from the teacher), Revising (based on feedback—with purpose, audience and voice in mind) and Editing (students are encouraged to work with a partner, using a checklist to identify a limited number of errors that resulted from having focused on ideas rather than from a lack of knowledge).

Perhaps the major strength of Cramer's textbook is the fact that group collaboration is central to each of the 20 projects. One of Cramer's premises is that "students who learn to depend on themselves and their peers will write more honestly and expressively, and thus more effectively, than those who try only to please the teacher." Working together in small groups at every step throughout the semester,

my students have learned firsthand how powerful such an approach can be. I'm convinced that part of the reason they eagerly completed multiple revisions of all their paper-length writing was the sense of investment and ownership they gained from this group work.

The Projects I have chosen from this text have been just one component of my writing courses (one for students in an intensive English program, one for regularly enrolled foreign graduate students). Still, even with such dissimilar groups of students, I have found the range of suggested topics in the Quick-Writes at the Drafting stage sufficient to meet their varying needs and interests for extended writing. For example, of the 20 suggested ideas for "The Personals" project, my students chose to write on everything from "Write your own 250 word personals ad" to "Write a short story about someone who put a personals ad in the New York Review" to "Betrothal and wedding rites in two countries: A comparison." Students have participated in every step of the projects we have done, and I don't think that any of them have felt that their writing has been

constrained by the straightjacket of some mythical, mandatory Writing Process.

One concern I must mention is the varying quality of the projects. I've used a number of them with great success and others with less success. Cramer has designed the book for maximum flexibility, though, and teachers can pick and choose and order the projects as they like—taking as much or as little time as they need and then adding other aspects of writing instruction as they see fit (such as writing answers to essay examination questions).

However teachers use it, *The Writing Process* deserves careful attention, if for no other reason than it is a totally unique—and by virtue of that fact alone, important—addition to the crowded field of ESL writing textbooks.

About the reviewer: Cheryl Mason recently completed her M.A. at Stanford University and is now an instructor in the Intensive English Program at the University of Iowa.

BOOK REVIEWS

Please address reviews and/or inquiries to: Ronald D. Eckard, Department of English, Western Kentucky University, Bowling Green, Kentucky 42101, U.S.A.

Computers: Two Recent Texts

COMPUTERS IN LANGUAGE LEARNING by John Higgins and Tim Johns. 1984. Addison-Wesley, World Language Division, Reading, M.A. 01867 U.S.A. (192 pp.).

COMPUTER NOTIONS by Lee Rossi, Gladys Garcia, and Susan Mulvaney. 1985. Prentice-Hall, Inc. Englewood Cliffs, N.J. 07632, U.S.A. (v + 158 pp.).

Reviewed by Diana Dreyer
Slippery Rock University

Ever-increasing complexities of this century require an increased number of coping strategies, strategies often enhanced by the acquisition of computer literacy. *Computers in Language Learning* and *Computer Notions* can enhance such acquisition for two groups—teachers and students, respectively—each text informing readers on various aspects of computers.

Computers in Language Learning primarily addresses teachers of English to speakers of other languages, although its content could be useful for any second language teacher. The authors further direct their text to a reader who is at least a computer novice—one having basic knowledge of computer form and function, as well as access to a machine, its instruction manual and/or introductory texts on computers.

Higgins and Johns, both EFL teachers, divide their text into five chapters. Chapter One, "Underlying Assumptions," deals with three areas: teachers, learners, and computers; language and learning, and computer-based learning—a helpful compilation, especially in terms of encouraging use of computers in the ESL class, de-mystifying and justifying such use, particularly for acquisition (as opposed to learning) of a second language. Chapter Two describes the machine and available equipment options, concluding with quite practical advice regarding purchase, placement, and maintenance of an in-school system. Chapter Three moves the machine into the classroom, relating an extensive number of computer activities—drills, demonstrations, games, simulations, etc.—recommending experimentation with a variety of modes and material, cautioning

against too-early judgments on their values, the authors admonishing that "valuable programs may fail because they are unfamiliar, just as meretricious ones may succeed in the short term thanks to the glamour of the machinery"—a valid reminder. The abbreviated fourth chapter touches upon the computer in linguistic research, artificial intelligence, storage of materials, and language testing. These four chapters fulfill the intent of the authors: to enhance language teachers' knowledge of the wide range of uses of computer-assisted learning (CAL).

Higgins and Johns' fifth and final chapter fails to fulfill their introductory hope; this lengthy section is not "fully intelligible to those readers who count themselves as computer novices". Rather, it swiftly confounds readers even beyond the novice stage, presenting a bewildering array of terms and illustrations demanding expertise yet to be acquired by a genuine novice, frustrating readers whose expectations have been heightened by the preceding well-constructed chapters.

Computer Notions' authors Rossi, Garcia, and Mulvaney do not specify the skill level of the ESL students to which their text is directed, noting that it is intended "primarily for students whose first language is not English," yet that native speakers might find its basic approach to computers interesting. Its content is comparable to some college-entry-level writing texts, thus restricting it to advanced ESL students. Teachers hoping to find a guide for their ESL students to experience hands-on computer literacy acquisition will be disappointed. What

Continued on next page

Computers

Continued from page 27

is provided is six chapters of reading and writing activities—all based on computers: an introduction to computers and programming, components of computer systems, hardware, software, computer users, and communications networks.

Each of the six chapters is laid out in seven sections, beginning with prereading activities, including a lengthy, rather foreboding list of computer terms appearing in each chapter's reading passage—all based on computers. Students are urged to note the terms in context, guessing at meanings before more careful reading. Consciousness-raising questions follow, ones addressing both students' personal experiences and their knowledge. Descriptions of different reading skills conclude this section, including an exercise providing practice for a particular skill.

The chapter reading comes next: a several-page passage providing information on the chapter heading, succeeded by comprehension questions: true-false, multiple choice, and/or short answer. Language-use description and exercises are next, a category covering such areas as time order and narration (including diagrams perhaps confusing to even a native speaker), classification, comparison and contrast, and cause/effect cohesive devices. A post-reading vocabulary review occurs, wherein chapter vocabulary terms are to be used to fill in a passage's blanks.

The final two sections of each chapter move into the communicative notion; students are given either a role-play situation or a case study on typical problems that computers can present in both family and business situations, including discussion questions and an essay assignment. Particularly useful is an appendix section providing additional background information on the characters in these situations, information that is appealing and full of opportunity for rather full development of such activity.

Each chapter's concluding section allows further opportunity for expanding language via writing, calling for various written forms, usually based on the topic in the preceding language use section. Students base these essays on factual data displayed in the text.

This text's focus on providing information on technology that has become so prominent will appeal to students wanting to become knowledgeable about such equipment and will perhaps accommodate those anxious and mystified by it. Both groups might be frustrated finishing it, knowing "about" perhaps being less satisfying than knowing "how." Nevertheless, the wealth of language activities and practice gained therein should result in increased reading, writing, and speaking skills.

Teachers reading *Computers in Language Learning* will become more informed about the myriad opportunities for enhancing language acquisition available in the computerized classroom. They will have to look elsewhere for substantial aid in converting existing practices or creating new ones to aid such acquisition. Students using *Computer Notions* will enhance their English language learning and acquisition. They too will have to look elsewhere in order to be able to use the computer to further enable learning and acquisition.

About the reviewer: Diana Dreyer, a computer novice, teaches ESL and freshman writing at Slippery Rock University in Slippery Rock, Pennsylvania.

Briefly Noted

IIE CLEARINGHOUSE ESTABLISHED TO ASSIST BLACK SOUTH AFRICANS

Richard Krasno, president and chief executive officer of the Institute of International Education (IIE), has announced the establishment of a national clearinghouse to advise on educational initiatives for black South Africans—and the appointment of a distinguished lawyer, Sheila Avrin McLean, as executive director, South African Programs.

The new clearinghouse will play an innovative role in coordinating U.S. efforts to assist black South Africans and Namibians. The clearinghouse will develop ideas for new programs in response to educational needs. It

will inform U.S. organizations about new projects—and ways to participate in them. It will seek to bring together concerned organizations to assist in the development of project ideas for better education of black South Africans.

USAID grants are matched by private support in the form of scholarships from admitting U.S. universities and colleges, and contributions from 75 U.S. multinational corporations, the Ford Foundation and the Carnegie Corporation. Policy guidance comes from a national council chaired by Harvard President Derek Bok. The liaison organization in South Africa is the Educational Opportunities Council, chaired by Nobel Laureate Archbishop Desmond Tutu.

From a news release, 12/1/86, provided by the IIE, 809 United Nations Plaza, New York, NY 10017, U.S.A.

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Connecting with the Community: Activities for Intensive English Students

by Stephanie Sesker and Beth Smith
University of Iowa

Many ESL students in intensive English programs perceive increased social contact with native speakers of English as an important means of improving their language skills (Cf. Christison and Krahne, *TESOL Quarterly*, March '86). But finding native speakers willing to give of their time and energy is not an easy task for foreign students who are not so fortunate as to live with a host family. Teachers can give suggestions to individuals as to how to go about making those contacts. Pamela Sharpe's book, *Talking with Americans*, presents a wealth of ideas about using community resources for establishing relationships. Two problems with relying on individuals to do this, however, are that they may be shy or hesitant about taking the necessary steps and/or it may take the length of the course before the involvement actually begins to happen.

An alternative is for whole classes or a program to establish methods of contact. We have experimented successfully with three possible courses of action, all of which have proved popular with our students, that being the measure of their success at this point.

Who does have extra time in this busy society? Older people often do, so they have been one significant resource for us. Older people also have patience. They have a desire to tell their stories to someone. Often they need companionship, and youthful companionship may be especially welcome. Our intensive English program has taken advantage of these characteristics for the benefit of both our students and a group of senior citizens at a community center.

In the regular meetings which have taken place between the two groups over the last

three semesters, there has been ample opportunity for our students to practice listening and speaking as well as to feel as if they have contributed to the community, a significant by-product. The sessions have consisted of one-to-one conversation, with board games as a standby when necessary. In student discussions after these meetings, there have been varied reactions, but all seem to have a better understanding of the elderly in this country. A letter from the Senior Citizens Center stated that the exchange with our students had been voted their favorite activity.

Another group in our society with time is children. In addition, children have a natural curiosity about other people and places. For our program, an exchange with a 3rd and 4th grade classroom has yielded a number of significant opportunities.

Over a period of about ten weeks, both sets of students exchanged letters, pictures, stamps, baseball cards, and school newspapers. Thus all of the writers had a real audience for their writing. Towards the end of the semester, the elementary students chose one of their favorite library books to send to their pen pals for a few days. Perhaps other teachers have wished for a face-saving way for their adult students to read books for young children. This was it! The jokes of Beverly Cleary's *Ramona*, the *Pest* were just right for upper intermediate students, and Level I asked their teacher to read *Alexander and the Terrible, Horrible, No Good Very Bad Day* aloud twice.

The culminating activity of this exchange was the visit by the intensive students and teachers to the elementary school. The pen pals met for the first time, talked in pairs, and

introduced each other in small groups. A tour of the elementary school was a thrill for most of our students, both as an informative comparison with their schools and as a reminder of their own (now idyllic) school days. A soccer game in which all admired each others' skills, ice cream, and a big group picture ended the afternoon. An exchange of thank you letters completed a program which successfully brought all our students in touch with Americans.

A weekly English conversation hour, which involved a wide range of age groups, was our most ambitious attempt to provide our students with interactive opportunities. These semi-structured sessions included our intensive students, other foreign students on campus and a variety of Americans from the university and the community in general.

Each session was preceded by a short meeting of a few intensive students and one teacher. In each meeting three topics were chosen for discussion and lists of possible guide questions were written. Typically, one topic dealt with a current political issue such as one of the "hot spots" of the world or a more universal problem—for example terrorism, discrimination, or world hunger. Another topic centered on social or student problems such as drug and alcohol abuse or AIDS. The third topic was directed toward the beginning level student and tended to be more superficial. Some successful topics in this area have been foods of the various countries represented, wedding ceremonies and family structure. Board games and card games were also popular.

Participants chose a topic of interest to them and the instructors guided them into small groups. The Americans were dispersed as evenly as possible throughout the groups. Groups were encouraged to use the questions provided in any way they deemed appropriate—or not use them at all if they preferred to approach the subject from a different perspective.

Although this project was intended to be student-directed, we found that the presence of teachers was essential. Our most difficult job was finding Americans to participate. We were fortunate to have a few dedicated community members and the support of the university.

In spite of the problems and time commitment involved, everyone felt confident that the effort paid off. Our intensive students looked forward to the weekly sessions, lasting friendships developed, some foreign residents of the community who otherwise might not have had an opportunity to practice their English expressed their gratitude, and we felt that we helped make the intensive English program more visible to the university and community.

While there are probably many other ways of providing all students in an intensive program with opportunities for conversation with native speakers, we feel that the three described here are accessible to most teachers and programs. Once contacts are made for the first two described, there is a minimal amount of organizational time for teachers. The conversation hour requires much more time but brings a greater potential for contacts outside of the event itself.

About the authors: Stephanie Sesker and Beth Smith teach in the Iowa Intensive English Program at the University of Iowa, Iowa City, Iowa.

References

- Christison, Mary Ann and Krahne, Karl J. "Student Perceptions of Academic Language Study," *TESOL Quarterly*, 20, 61-81.
Sharpe, Pamela J. *Talking with Americans*. Boston: Little, Brown, and Co., 1984.

Report

TESL Summer Institute for South African Teachers

by Roberta J. Vann, Iowa State University

Last summer a multiracial group of 25 South African teachers and teacher-trainers spent five weeks at Iowa State University developing their English language teaching skills in a project to alleviate language barriers in South Africa. The project, funded by USIA, was designed to support and encourage the upgrading of secondary education for blacks in the field of teaching English.

The complicated sociolinguistic situation in South Africa made for a stimulating professional experience for staff as well as participants. While English and Afrikaans are the official languages of South Africa, they are spoken by only about 20 percent of the population—mostly the ruling white minority. Movements to establish Afrikaans as the only official language in South Africa have been met with fierce resistance, primarily among blacks, who view such actions as further strengthening white dominance in the country. An attempt to force blacks to study only Afrikaans in school led to the Soweto riots 10 years ago. Today, according to the Institute participants, English is the key to higher education for blacks in South Africa and to contact with the outside world. On the other hand, teachers in South Africa must deal with a growing number of students who rebel against the idea of learning

English instead of an indigenous language or who believe that liberation must precede education.

Institute participants shared problems and helped seek their solutions with help from TESOL president Joan Morley (University of Michigan), *TESOL Quarterly* editor, Stephen Gaies (University of Northern Iowa) and TESOLers Charles Blatchford (San Jose State), Elliot Judd (University of Illinois, Chicago), and Carolyn Shields (University of Northern Iowa). Iowa State University TESL staff included Roberta Abraham, Carol Chapelle, Dan Douglas, Barbara Matthies, Katharine Moulton, and Barbara Schwarte.

The daily program included a plenary session, follow-up discussion and activities, afternoon curriculum and materials development. Evenings and weekends were packed with a full array of special and cultural events, including one weekend spent on Iowa farms. The institute culminated with a mini-*TESOL*, a simulation of a TESOL convention, with many South African names on the program. All 25 South African participants are now TESOL members.

About the author: Roberta Vann is associate professor of English and director of the Intensive English and Orientation Program at Iowa State University. She was the coordinator for the South African Teacher Training Project.

JOB OPENINGS

University of California, Los Angeles, California. The TESOL/Applied Linguistics Department at UCLA announces a probable temporary one-year appointment at the lecturer rank for a position in TESOL/Applied Linguistics for the 1987-88 academic year. Salary: \$27,984.00. Applicants must have completed an M.A. in applied linguistics or a related field and have primary teaching interest in ESL pronunciation and oral communication. Preference will be given to applicants with experience in teacher training and supervision, curriculum and materials development, cross-cultural communication and university-level ESL teaching. Letters of interest and curriculum vitae should be sent to: Chair, Lecturer Search Committee, TESOL/Applied Linguistics, 3300 Rolfe Hall, UCLA, 405 Hilgard Avenue, Los Angeles, California 90024, U.S.A. Deadline for applications is April 15, 1987. AA/EOE

Columbia University, American Language Program, New York City. Possible full-time associate positions in ESL available September 1, 1987. Possible part-time positions available late June, 1987. Requirements: M.A. in TESOL, applied linguistics or related field and three years prior teaching in university level ESL programs. Send letter of application, vita, and three recommendations to: Mary Reinbold Jerome, Chair, American Language Program, 505 Lewinsohn Hall, Columbia University, New York, N.Y. 10027 by March 31, 1987. Telephone: 212-280-3584. Columbia University is an equal opportunity/affirmative action employer. We are particularly interested in applications from minorities.

Queens College, CUNY. Queens College expects to have an opening for a tenure-track position in the Linguistics Department for an Assistant or Associate Professor, starting in September, 1987, contingent on final budgetary allocation. Duties include teaching courses at the undergraduate and masters levels in TESOL and Applied Linguistics and supervising student teachers who are receiving field experience in a variety of settings and with students of all ages. A serious commitment to research is essential, as is experience and commitment to the practical areas of teacher training. An interest and background in adult literacy is a highly desirable characteristic. Doctorate in hand is required. Please send letter of application and CV only by May 15, 1987 to: Prof. Robert Vago, Acting Chair, Dept. of Linguistics, Queens College, CUNY, Flushing, NY 11367. AA/EOE

Lehman College, CUNY, Department of Puerto Rican Studies. Assistant or Associate Professor of English as a Second Language to teach ESL at all levels, to help coordinate instruction and testing and to assist in academic advisement and registration of ESL students. Doctorate in TESOL, Applied Linguistics or related discipline must be completed by September 1, 1987. Other requirements include extensive ESL teaching experience at the college level, preferably in an urban setting, and demonstrated interest in research in second language acquisition and/or ESL materials development. Knowledge of Spanish is desirable. Salary commensurate with experience. Please send a letter of application, complete curriculum vitae and three letters of reference to: Chair, Department of Puerto Rican Studies, Lehman College, CUNY, Bronx, New York 10468 by March 15, 1987. AA/EOE

York College, CUNY. Assistant professor for college ESL program. Tenure track beginning 9/87. Duties include 9-12 hours/week teaching; administration; teacher training; program & materials development. Qualifications: Doctorate in TESOL, Applied Linguistics or related field with specialization in ESL; teaching experience in ESL program with academic orientation; research interests in pedagogical areas related to second language learning & teaching. Send resume, names of references, sample publications &/or materials by 4/15/87 to: Dr. Anita Wenden, Coordinator of ESL, York College, Jamaica, NY 11451. AA/EOE

City College of New York. Senior faculty appointment in newly created Department of ESL. Associate or full Professor. Doctorate in TESOL or Applied Linguistics required. We are looking for an accomplished teacher and scholar who has experience and interest in program development and leadership. Undergraduate and graduate teaching with opportunities for research in an urban setting. Salary from \$38,812 to \$58,167 depending upon qualifications and experience. CUNY benefits. Send vita and dossier by March 2, 1987 to Professor Nancy Lay, Department of ESL, City College of New York, Convent Avenue and 138th St., New York, NY 10031. Tel.: (212) 690-6674. AA/EOE

Queens College, C.U.N.Y., Flushing, New York. Four openings for individuals to teach applied linguistics courses in M.A. TESOL Program in China for 1987-1988 academic year, September-June. Teaching load is two courses per semester totaling eight hours per week. M.A. required. Salary: 1080 Yuan per month plus vacation allowance. Roundtrip air transportation, housing, and health care provided for staff and spouses. Send resume by April 30 to: Howard Kleinmann, CESL, Queens College, Flushing, N.Y. 367, U.S.A. Telephone: (718) 520-7764.

University of Arizona, Tucson. The Department of English, Graduate Program in ESL, University of Arizona seeks an adjunct associate professor (non-tenure track) for academic year 1987-88. Teaching responsibilities: ESL in bilingual education, methods course emphasizing teaching and learning strategies for elementary and secondary ESL learners and teachers; ESL practicum or composition for international students. Teaching load, two or three courses each semester. Other responsibilities include some advising and committee work. Send letter of application, vita, and three letters of recommendation by 1 April 1987 to: Gerald Monsman, Head, Department of English, University of Arizona, Tucson, AZ 85721, Tel.: (602) 721-7396. AA/EOE

Western Illinois University, Macomb, Illinois. Western Illinois University invites applications for Foreign Student Affairs Director, beginning July 1, 1987. Primary responsibilities are supervision of Foreign Student Affairs staff and administration of international student activities. Position provides cultural, social, and personal counseling for international population, interprets immigration regulations, and visa information, processes INS documents for students. Qualifications are M.A./M.Ed. in College Student Personnel, International Education, or related area, 3-5 years of international student advising and/or international education administrative experience. Forward letter of application, vita, and three letters of recommendation by March 15, 1987 to: Marilyn Hesser, Memorial Hall, Western Illinois University, Macomb, IL 61455. EOE/AA

Embry-Riddle Aeronautical University, Daytona Beach, Florida. One tenure track position available August 1987. Rank and salary dependent on qualifications and experience. Ph.D. in ESL or related field required. Candidates must have a strong background in college-level writing, additional background in literature and/or reading preferred. Duties include testing for, placement in, and coordination of program with foreign student sections of college credit writing courses, from advanced ESL writing/reading to literary term papers and technical reports. Also expected are academic advisement, research activities, and campus involvement. Interviewing in Miami. Send letter and vita to Professor Debra Denzer, c/o Personnel Office, Embry-Riddle Aeronautical University, Daytona Beach, FL 32014. AA/EOE

International Education Services, Japan. Americans with a degree, or two or more years job-experience in such fields as advertising, public relations, engineering, business administration, pharmacology, linguistics and language are needed to teach English to Japanese adults for one or two years in Tokyo and other parts of Japan. Instructors employed by I.E.S. will teach Japanese businessmen and engineers ESL and the terminology in their own field of study or job-experience in Japan. No Japanese language is required for classroom instruction. Prefer persons with job or teaching experience, or master's degrees. An orientation and training are given in Tokyo. Write to: Personnel Manager, International Education Services, Shin Taiso Building, 10-7 Dogenzaka 2-chome, Shibuya-ku, Tokyo 150, Japan.

International University of Japan, Graduate School of International Relations. Opening for one tenure track lecturer/assistant professor and two nontenure track lecturers of ESL to begin August, 1987. Duties: teach 9 hours/week, develop curriculum and share in faculty committee work. Salary: commensurate with qualifications and experience, full benefits. Requirements: M.A. or Ph.D. in ESL or Applied Linguistics, substantial experience with advanced students and teaching academic writing, adaptability to a rural environment, interest in politics, economics and/or management. Conditions: I.U.J. is English-medium; students, both Japanese and foreign, are mature, proficient in English (+500 TOEFL) and highly motivated. Interviews will be held at TESOL '87 Send vita to Mark Sawyer, Director, English Program, I.U.J., Yamato-machi, Minami Unonuma-gun, Niigata-ken, 94-972.

Mangilao, Guam. The University of Guam invites applications for three tenure-track positions in the Division of English and Applied Linguistics commencing August, 1987. Duties: teaching ESL and/or Freshman composition. Doctorate preferred. Salary commensurate with education and experience. The University of Guam is a U.S. Land Grant institution accredited by the Western Association of Schools and Colleges and is an equal opportunity employer. Application forms are available from. Personnel Department, University of Guam, UOG Station, Mangilao, Guam 96923.

Institute of Public Administration, Saudi Arabia. EFL Instructors needed for government-sponsored training institute with branches in Riyadh, Jeddah, and Dammam. M.A. in Applied Linguistics/TEFL required; experience preferred, especially in English for Special Purposes. Full-time is 18 contact hours per week, plus office and preparation time up to 35 hours. Students are government workers. Salary commensurate with experience. No local taxes. One-year renewable contract provides instructor and family with housing, air-tickets, 45 days paid leave, and medical and education benefits. Teaching couples welcome. Send resume and meet representatives at Conference in Miami. Director, English Language Center, Institute of Public Administration, P.O. Box 205, Riyadh, Saudi Arabia, 11141.

Human Resources Development Institute, Yanbu, Saudi Arabia. Openings for ESL instructors in the Institute's vocational-technical program. Duties include teaching and some curriculum development. Qualifications: M.A. in TESOL or equivalent, and two years experience as a language teacher. Salary competitive, depending on qualifications and experience. Overseas experience preferred. Two-year contract. Individual furnished housing provided, married or single. Yearly paid vacation of 30 days with round-trip ticket to point of origin. Medical care, transportation allowance. Send resume and photo to: M. Helmi Kutbi, HRDO, P.O. Box 30031, Yanbu Al-Sinayah, Saudi Arabia.

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Employers should submit notices on a standard form available from the TESOL Central Office as announcements in other formats may be subject to editing for length.

The *Bulletin* is circulated to all subscribers to the Employment Information Service (\$7 per year for members in the U.S.A., Canada and Mexico and \$9.50 for members residing elsewhere; \$15 for non-members in the U.S.A., Canada and Mexico and \$17.50 for non-members residing elsewhere).

For more information about either service mentioned above, please write to: Employment Information Service, TESOL, 1118 22nd Street, N.W. (#205), Washington, D.C. 20037, U.S.A.

The Graduate School of International Relations and Pacific Studies at the University of California, San Diego invites applications for a faculty position teaching, doing research, and coordinating the Language Program (to begin on July 1, 1987). Position will be at the Assistant, Associate, or Full Professor level depending upon experience and research record.

The Graduate School is an interdisciplinary program, focusing on the Pacific region, which draws on such fields as management, economics, political science, international relations, public policy, and other related areas. The School will provide professional training for students wishing careers in international affairs and to carry out research on issues confronting nations in the Pacific Rim. The School plans to offer a professional master's program (Master's in Pacific International Affairs), a small doctoral program, and a mid-career training program. The first class of master's level students will be admitted for the Fall of 1987.

The School seeks an expert in foreign language instruction to design, coordinate, supervise, and implement the language component of the School. Requirements include a Ph.D. in linguistics, language or another closely related area, experience with language instruction and training of language instructors, and a proven commitment to research and teaching. Preference will be given to experts in East Asian languages, especially in Japanese and Chinese. Salary and appointment level dependent on experience and research record. Please send vitae, referee names and other relevant materials to Language Search Committee (TESOL), Graduate School of International Relations and Pacific Studies Q-062, UCSD, La Jolla, CA 92093. Closing date for applications April 1, 1987. An AA/EO employer.

Instituto de Estudios Norteamericanos, Barcelona, Spain. Openings for full-time EFL instructors for the 1987/88 academic year. Qualifications: native speaker with M.A. ESL or related field and two years of classroom teaching experience. Previous overseas experience desirable. Duties: teach 21 hours per week, help with student registration/placement, attend in-house meetings and seminars. Required: transcripts, three letters of recommendation and an interview. Salary and benefits: 1,400,000 ptas. (\$10,500 Nov. 1986), paid health and life insurance, resettlement allowance, opportunity to study Spanish/Catalan. For information and application, write: James E. Purpura, Director of Courses, IEN, Via Augusta 123, 08006-Barcelona, Spain. Application deadline: April 25, 1987.

University of Arizona, Tucson. The Department of English, Graduate Program in ESL, University of Arizona seeks a visiting assistant/associate professor to teach a core course in ESL methodology, summer session II of 1987. July 13-August 12. Please send letter of application, vita, and three letters of recommendation by 1 April 1987 to: Roseann D. Gonzalez, Director, ESL Program, Department of English, University of Arizona, Tucson, Arizona, 85721 Tel.: (602) 621-7216. AA/EOE


Job Notices Information

Institutional and commercial members of TESOL may place 100-word notices of job openings, assistantships or fellowships without charge. For all others, the rate is \$50 per 100 words. For institutional, commercial and non-institutional members, the 100-word limit is exclusive of the contact address and equal opportunity employer/affirmative action designation (EOE/AA) where applicable. Words in excess of 100 are charged at the rate of \$1.00 US per word.

Type ads double space: first list institution and location (city and/or state/province and country); title and/or position; qualifications sought; responsibilities; salary/benefits; resume, references, etc.; application deadline; contact address and telephone if desired; and EOE/AA (where applicable). Do not underline words or phrases; avoid abbreviations. Send three copies five to six months in advance of application deadline* to TESOL Publications, 1118 22nd Street, N.W. (Suite #205), Washington, D.C. 20037, U.S.A. Telephone: (202) 625-4569.

Late job notices accepted provided there is space. Call TN Editor: (212) 663-5819 or (718) 626-5450.

* Submit ad by this date	To appear in this issue	Rec'd deadline date not earlier than
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August 20	October	December 30
October 20	December	February 28



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Shim Dun Foreign Language Institute, Busan, Korea. Immediate openings for EFL instructors with B.A. or minimum of 2 years college education (community college graduates with its certification also eligible). Instructors will teach English conversation for 5-6 hours a day Mon.-Fri. Salary: \$11,000 plus med-care and a room. With two-year contract, a round-trip ticket available. 1988 Olympic Games will be held in Korea. Send your resume and a photo with your copy of B.A. or graduate's certificate to: Director, Shim Dun Foreign Language Institute, 416-5, Jang-Jun 3 Dong, Busan, Korea 607.

International Language Programs, Jakarta, Indonesia. Positions for language instructors starting April/May. Must be single or teaching couple with no children, have training in TESL/TEFL and a minimum of one year's experience, preferably overseas. TOEFL experience would be very helpful. Will work in program preparing private and government employees for study in America. Renewable contracts include salary, increments, transportation, housing and medical. Please send letter of application, recent photo and resume to: Jim Wrightsman, Coordinator of Operations, ILP, J1. S. Parman 68, Slipi, Jakarta Barat, Indonesia.

Language Department of University in Southeastern Mexico. Several openings now and in September for experienced ESL teachers, or with M.A. Three hours of class plus five hours of material development daily. Courses include basic English and reading comprehension, for which a knowledge of Spanish is preferred. Salary comparable to living exigencies in this interesting, tropical and scenic area. Please send resume, application letter and inquiries to Ann Barker, Apdo. 933, 29000 Tuxtla Gutierrez, Chiapas, Mexico. Telephone: (961) 2-27-01.

JOB OPPORTUNITIES FAIR A FEATURE AT CATESOL '87

The California Teachers of English to Speakers of Other Languages (CATESOL) will hold its 1987 state conference in Pasadena, California, March 27-29. The Job Opportunities Fair takes place Friday and Saturday, March 27 and 28, from 8:00 a.m. to 5:00 p.m.

Job announcements will be compiled and distributed in a booklet at the Job Fair. Interested employers should send job descriptions by March 15 to: Pam Vasquez, Alhambra School District, 15 West Alhambra Road, Alhambra, California 91801.

COMPETITION OPEN FOR FULBRIGHT SCHOLAR AWARDS FOR 1988-89

The Council for International Exchange of Scholars has announced the opening of competition for the 1988-89 Fulbright grants in research and university lecturing abroad. The awards for 1988-89 include more than 300 grants in research and 700 grants in university lecturing for periods ranging from three months to a full academic year. There are openings in over 100 countries.

Eligibility

The basic eligibility requirements for a Fulbright Award are U.S. citizenship; Ph.D. or comparable professional qualifications; university or college teaching experience; and, for selected assignments, proficiency in a foreign language. It should be noted that a new policy removes the limit of two Fulbright grants to a single scholar.

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Benefits include round-trip travel for the grantee and, for most full academic year awards, one dependent; maintenance allowance to cover living costs of grantee and family; tuition allowance, in many countries, for school-age children; and book and baggage allowances.

Application deadlines for the awards range from June 15, 1987 to February 1, 1988 depending on the countries and programs for which one applies. For more information and applications, call or write Council for International Exchange of Scholars, Eleven Dupont Circle N.W., Washington, D.C. 20036, U.S.A. Telephone: (212) 939-5401.

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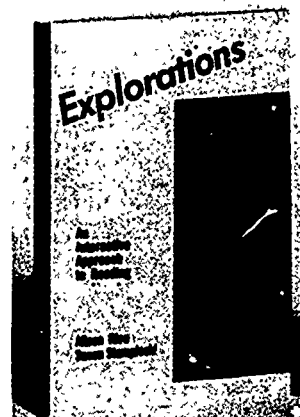
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TESOL membership includes a subscription to the *TESOL Quarterly* and the *TESOL Newsletter*. Annual membership rates: Regular membership, \$40; Student membership (for those engaged in at least half-time study), \$20; Joint membership (two-member household), \$60; Institution/Library membership, \$75; Commercial membership, \$200; Paraprofessional, Retired, Unemployed or Volunteer membership, \$20. (For additional outside the U.S., contact TESOL for amount of additional mailing fee.) Please make check in U.S. funds drawn on a U.S. bank payable to TESOL. Mail to: TESOL, 1118 22nd Street, N.W. (Suite 205), Washington, D.C. 20037, U.S.A. Telephone: (202) 625-4569. For change of address or other information, write to TESOL.

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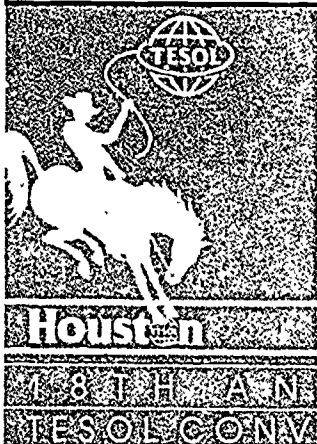
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Celebrating TESOL's 21st Anniversary

Volume XXI Number 2

April 1987



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The *TESOL Newsletter* (TN) is published six times a year, February through December. It is available only through membership in TESOL or its affiliates. See back page for membership information.

TN welcomes news items from affiliates, interest sections, and organizations as well as announcements, calls for papers, conference and workshop reports and general information of interest to TESOL members everywhere. A length of approximately 300 words is encouraged for those items except for conference announcements and calls for papers which should not exceed 150 words. Send two copies of these news items to the Editor.

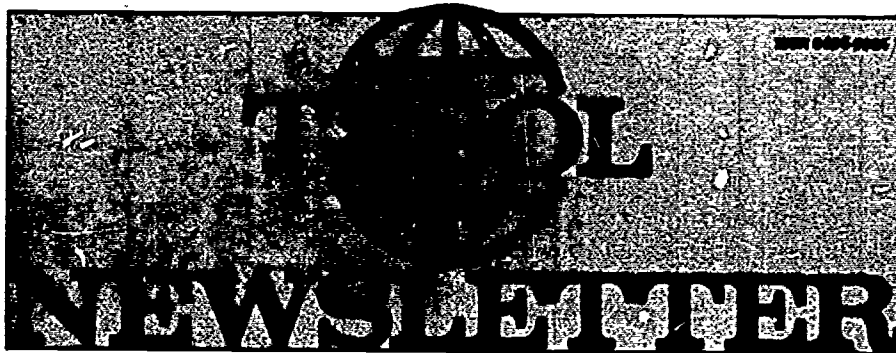
Longer articles on issues and current concerns are also solicited, and articles on classroom practices at all learner levels and ages are especially encouraged. However, four copies of these are required as they are sent out for review by members of the Editorial Staff and Advisory Board before publication decisions are made. Longer articles are limited to 1200 words or five typed double space pages. In preparing the manuscript, authors are advised to follow the guidelines found in the *TESOL Quarterly*. (A copy of the guidelines may also be requested from the TN Editor.)

Authors who wish to contribute to special sections of the TN are advised to send two copies of their items directly to the editors in charge of those pages. Affiliate and Interest Section News: Mary Ann Christison, *Snow College*, Ephraim, Utah 84627; Book Reviews: Ronald Eckard, *Eastern Kentucky University*, Bowling Green, Kentucky 42101; International Exchange: Liz Hamp-Lyons, *English Composition Board*, University of Michigan, 1025 Angell Hall, Ann Arbor, Michigan 48109; It Works: Cathy Day, *Eastern Michigan University*, Ypsilanti, Michigan 48197; On Line: Richard Schreck, *University of Maryland*, University College, College Park, Maryland 20742; Miniscules: Howard Sage, 720 Greenwich Street (4H), New York, NY 10014; Standard Bearer (employment issues): Carol Kreidler, *School of Languages and Linguistics*, Georgetown University, Washington, D.C. 20057.

Advertising rates and information are available from Aaron Berman, TESOL Development and Promotions. See address and telephone number above. For information on submitting job notices, see job openings page.

Deadlines for receiving copy:
December 15th for the February issue
February 20th for the April issue
April 20th for the June issue
June 20th for the August issue
August 20th for the October issue
October 20th for the December issue

Next Deadline: April 20th for the June TN



VOL. XXI NO. 2

Teachers of English to Speakers of Other Languages

April 1987

Twenty-First Anniversary Issue

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Cover Photo: Gigi Dorn-Verdin

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Thank You

The editor wishes to express her warmest thanks to Guest Editor John Haskell for his willingness to accept the enormous task of planning and coordinating an issue of the Newsletter worthy of observing TESOL's 21st anniversary. The work started well over a year ago and grew from the originally intended supplement to a celebration that encompasses the entire issue. We also gratefully acknowledge the help of Charley Blatchford and Julia Frank-McNeil who ably assisted in the editing stages. Finally, thank you to the New York City-based production team who helped with much of the nitty-gritty.

Editor

TESOL '88 Chicago Abstracts Due July 1987

Facts and Faces: TESOL 1966-1987

A Quiz

by Tracey Forrest and Peter Thomas
International English Language Institute, Hunter College, City University of New York

1. Who founded the first English Language Institute at an American University?



Charles Fries Robert Lado Kenneth Pike

2. Which was the first university to award a graduate degree in TESL?

a. University of Michigan at Ann Arbor b. Teachers College, Columbia University c. University College, London

3. TESOL was founded with the support of five professional organizations. Three of them were the National Council of Teachers of English (NCTE), the National Association for Foreign Student Affairs (NAFSA), and the Speech Association of America (SAA). What were the other two?

a. National Association for Bilingual Education (NABE)
b. American Council on the Teaching of Foreign Languages (ACTFL)
c. International Association of Teachers of English as a Foreign Language (IATEFL)
d. Center for Applied Linguistics (CAL)
e. Modern Language Association (MLA)

4. These five people, among others, played central roles in the founding of TESOL. Which one became the first president?



Harold B. Allen Mary Finocchiaro James R. Squire Sirapi Ohannessian Robert L. Allen

5. When and where was the first TESOL Conference or Convention?

a. Tucson (May 8-9, 1964) b. New York City (March 17-19, 1966) c. Miami Beach (April 13-15, 1967)

6. Which group was designated the *primary* interest of the greatest number of participants at TESOL's founding conference?

a. Elementary Education b. Adult Education c. Secondary Education

7. Who was the first editor of the *TESOL Quarterly*?



Betty Robinett Virginia French Allen Carol Kreidler

8. Which was the first organization to become an affiliate of TESOL?
9. On the birthdate of TESOL, in March, 1966, there were 337 members. By 1976 there were over 6000 members. How many were there at the end of our twentieth year?
10. What do these cub reporters have in common?



11. Approximately how many school-age limited English proficient students are there in the United States now?
a. 1 million b. 5 million c. 8 million
12. Which was the first state to legislate certification in ESL for kindergarten through 12th grade teachers?
13. When was the first TOEFL (Test of English as a Foreign Language) administered?



14. How many TESOL conventions have been held outside the continental United States?
15. Which TESOL presidents were not, during their presidencies, citizens of the United States?

16.



W.R. Lee

Peter Strevens

TESOL has recently established closer links with its British-based counterpart, IATEFL (the International Association of Teachers of English as a Foreign Language). When was IATEFL founded?

17. When and where was the first TESOL Summer Institute?
18. Which seasoned TESOLer (a.k.a. Salty) is this?



Editor's note:

The answers to the Quiz appear on page 52, but if you read this issue carefully, most of the questions will be answered before you get there.

The Early History of TESOL

by James E. Alatis
Georgetown University

Teachers of English to Speakers of Other Languages (TESOL) is an independent professional organization established in 1966. The organization was created out of professional concern over the lack of a single, all-inclusive professional organization that might bring together teachers and administrators at all educational levels with an interest in English to speakers of other languages (ESOL). The formation of the organization was a sign of TESOL's maturity as a profession. It is worth looking back to where TESOL has been in order to understand where TESOL, both the profession and the organization, is today and where it is likely to go in the future.

The creation of the TESOL was the culmination of more than four years of organizational groundwork and discussions centering around three issues. (1) The need for a professional organization that would be permanently devoted to the problems of teaching English to speakers of other languages, at all levels. (2) The need for a pedagogical journal to serve the entire profession. (3) The need for a register of specialists which might be helpful to foundations, government agencies, and universities in their attempt to cope with the ever-growing need for qualified personnel in the area of ESOL.

The question of an association for teachers of English to speakers of other languages, and the related questions of a journal and a roster of ESOL specialists, had been matters of concern for some time not only to the people in universities and professional associations, but to government agencies and foundations with interests and activities in ESOL.

"Five organizations gave birth to TESOL, each one vitally concerned with second language problems, yet no one organization exclusively concerned with them. The Center for Applied Linguistics has as its interests the entire area of applied linguistics, which includes a program in English as a second language. The Modern Language Association of America has concentrated on the teaching of English and foreign languages to native speakers and on literary scholarship. The National Association of Foreign Student Affairs has borne a good deal of the burden of all problems—not only language problems—of

the foreign student. The National Council of Teachers of English encompasses all of English pedagogy almost from the cradle to the grave, of which English as a second language is a part. The Speech Association of America has had an obvious concern in thousands of classrooms and through its research with the speaker whose English is not idiomatic. The Steering

representatives from the Bureau of Indian Affairs, the state educational systems of California, Michigan, Florida, Arizona, New Mexico, the city of New York, and Canada. The formation of a comprehensive professional organization was discussed at length.

Although the group decided to leave open the question of the eventual formation of a

HAPPY BIRTHDAY TESOL

This past year, NCTE celebrated its 75th year. Somewhere around the 50th year of its life, the Council began to take deep interest in the problems of teaching English to speakers of other languages. Through Harold Allen and the late Albert Marchwardt and other Council leaders in linguistics, a new focus of interest was born. It was gratifying to NCTE leaders to see from that beginning, the birth of a new and important subject-matter organization. TESOL, from its inception twenty-one years ago, has served as our good friend and colleague in the quest for improved speaking, reading, and writing of English everywhere. The Executive Committee and staff of the National Council of Teachers of English extend to TESOL our sincere greetings on your anniversary.

John C. Maxwell
Executive Director

Committee which planned the first TESOL Conference in Tucson in 1964 and the second in San Diego in 1965, as well as the New York convention in 1966, was made up of the representatives of these five interested organizations."

The following is a brief summary of developments in the progress toward the increasing professionalism that was emerging in 1966.

Pilot Meeting, September 12, 1963

At the April 1963 annual conference of the National Association for Foreign Student Affairs (NAFSA) held in Pasadena, California, the suggestion was made that Charles A. Ferguson of the Center for Applied Linguistics (CAL) call a small conference of representatives from various kinds of ESOL programs to determine the advisability of a unique, more inclusive organization for teachers of English to speakers of languages.

A pilot meeting was held in Washington, D.C. on September 12, 1963 with representatives from NAFSA, CAL, National Council of Teachers of English (NCTE), Modern Language Association (MLA), and the Speech Association of America (SAA), now The Speech Communication Association, as well as

national organization, the following decisions were made at this meeting:

A national conference on the teaching of English to speakers of other languages should be held in Arizona on May 8-9, 1964 under the joint auspices of NAFSA, CAL, NCTE, MLA and SAA. This conference would become an annual event, on the model of the Northeast Conference, for the purposes of establishing lines of communication and disseminating professional information among the various interested groups represented in a number of associations, and considering a professional status for those who teach ESOL.

The need for a professional journal associated with the conference was established.

A program and planning committee was appointed under the chair of James Squire (Executive Secretary of NCTE) to make preparations for this first national conference devoted to the teaching of English to speakers of other languages.

ATESL of NAFSA

Late in April 1964, at the annual NAFSA conference in Minneapolis, Minnesota, the English Language Section renamed itself the "Association of Teachers of English as a Second Language, a section of NAFSA," after discussion of whether the Section should remain part of NAFSA. It was felt that members wished to remain in close touch with NAFSA for the foreseeable future.

In addition, a motion was passed to explore the possibility of developing a registry of ESOL personnel, perhaps in cooperation with CAL. In October 1964, an informal meeting of CAL and NAFSA representatives in Washington D.C. recommended that a register be formed with interassociational backing and be housed at CAL (for the time being), but that its eventual home be an inclusive organization of teachers of English to speakers of other languages, when such an organization was established.

First National Conference
on the Teaching of English to Speakers of
Other Languages
Tucson, Arizona, May 6-9, 1964

On May 6-9, 1964, the first conference on the teaching of ESOL took place in Tucson, Arizona attracting more than 700 participants,

CONGRATULATIONS TO TESOL

The National Association for Foreign Student Affairs (NAFSA) and its professional English language section, the Association of Teachers of English as a Second Language (ATESL), warmly congratulate TESOL on the occasion of its 21st anniversary. TESOL's growth and achievements have truly been impressive.

In the past, many NAFSA members joined with the organization of TESOL. Today many teachers and administrators in ESL programs contribute to the professional activities of both organizations, often working together on their common concerns for standards, training needs, publications and professional and public policy issues affecting the field. Because English is the primary language of scholarly communication internationally, because new generations of immigrants and students in the developing world must find their way into the United States, and because the English language is so vital to make economic and social progress, the United States and the United States have given adequate academic recognition to the ESL teacher and many have not required ESL teachers to meet appropriate standards and have not provided adequate compensation for speakers of other languages to ESL teachers. It is therefore, a gratifying recognition of the possibilities for future collaboration between members of TESOL and NAFSA is enormous. Thus in the future, TESOL is an organization which will be a welcome partner with NAFSA on many traditional and many new issues.

Joy Kell, Secretary of ATESL, joins me in these enthusiastic greetings.

John F. Rieckard
Executive Vice President

far more than expected.

At a meeting on May 9 of representatives of the sponsoring organizations, it was agreed that although the conference had been timely, any move toward the establishment of an independent association would be premature. Further, the agreement to call a similar conference in 1965, cosponsored by the same organizations, was confirmed.

At the general business session on that same day, one of the first questions asked by a participant was about the possibility of an association for teachers of English as a second language. The chair gave a brief account of the agreements reached by the representatives of the sponsoring organizations. Similarly, the question of a journal and other publications aroused considerable interest and discussion at this general meeting. The publication *On Teaching English to Speakers of Other Languages* (Series I), edited by Virginia French Allen and containing papers read at the Tucson conference, was a result of the conference.

Conference Meeting in Chicago, August 6, 1964

The next official meeting on the TESOL conference took place in Chicago on August 6, 1964. Agreements at this meeting included:

A steering committee for the conference be appointed to guide overall affairs—publication, site selection, finances. This committee was to include one permanent staff member of each of the associations, plus an extra member who might or might not rotate during the next three years.

A three-year program of spring TESOL conferences be announced with the understanding that at the end of three years (1967), the future of the conference as a co-sponsored venture or as an independent conference be reconsidered. Each association was asked to approve this plan with the understanding that each would appropriate a maximum \$200 toward the conference, and that, only if necessary.

Strong interest in a TESOL journal, as reflected on questionnaires filled out at the Tucson conference, led to careful consideration of the many facets of journal production; a study committee to consider all facets of the problems and alternative solutions was appointed with Betty Wallace Robinett as Chair.

NACTEFL Decisions

The National Advisory Council on Teaching of English as a Foreign Language (NACTEFL) had been concerned with the question of available ESOL personnel for some time. A non-governmental body comprised of leading authorities in the field of teaching English as a foreign language, NACTEFL represented the American academic community and other related interest groups to the national effort in teaching of English to speakers of other languages. The Council gathered reports from government agencies engaged in the teaching

of ESOL, helped coordinate activities and made recommendations to those agencies.

Some of the distinguished members of the 1964 Council included: Harold B. Allen, University of Minnesota; J. Milton Cowan, Cornell University; John H. Fisher, Modern Language Association; Robert Lado, Georgetown University; and Albert H. Marckwardt, Princeton University. Consultants and guest participants included: James R. Basche, Jr., The Asia Foundation; O. L. Chavarria-Aguilar, The University of Michigan; Gordon H. Fairbanks, Cornell University; Melvin J. Fox, The Ford Foundation; David P. Harris, Test of English as a Foreign Language (TOEFL); Sirarpi Ohannessian, Center for Applied Linguistics; and Henry G. Russell, Education and World Affairs. Representatives from the U.S. Government Agencies were: Harry Freeman and Myron H. Vent, Agency for International Development; Richard Beym, Defense Language Institute; Sydney Sako, Lackland AFB; James E. Alatis, James M. Spillane and William Shamblier, U.S. Office of Education; R. Ethelyn Miller, Bureau of Indian Affairs, Department of Interior; Marie Gadsen, Peace Corps; Jane Alden and Howard Backus, Bureau of Educational and Cultural Affairs,

representing professional organizations, state educational systems and individuals concerned with the teaching of English to speakers of other languages met on January 30, 1965, at the Palmer House Hotel in Chicago. The meeting had been called by Harold B. Allen, Robert Lado and Sirarpi Ohannessian in response to a recommendation made in October 1964 by NACTEFL that:

"Immediate steps be taken by appropriate individuals within the profession toward the formation of an independent national association of teachers of English to speakers of other languages . . . which can give recognized professional status to teachers of English as a second or foreign language and maintain lines of communication among them."

The meeting was chaired by Robert Lado, with Virginia French Allen and Betty Wallace Robinett acting as recorders. The following is a list of people invited to the conference. The names of those who were unable to attend are marked with an asterisk: James E. Alatis, Harold B. Allen, Virginia French Allen, George L. Anderson, Edward M. Anthony, Leroy Condie, Charles A. Ferguson, *Mary Finocchiaro, John Hurt Fisher, Sheila M. Goff, Mary J.

CONGRATULATIONS ON YOUR BIRTHDAY

I write to extend the Modern Language Association's congratulations to the officers, executive board, and membership of TESOL upon the organization's twenty-first birthday. Certainly we are happy to remember that the MLA was instrumental in TESOL's conception and birth, but it is even more gratifying for us to take note of TESOL's growth and achievements and to honor the organization today for its worldwide leadership in language education and research. Like MLA, TESOL represents a diverse membership with a wide range of interests. United by our common commitment to the study and teaching of language, our members and our respective organizations will continue to work together effectively. We look forward to TESOL's centennial!

With good wishes,

Phyllis Franklin
Executive Director

Department of State; and Richard M. Kay, U.S. Information Agency.

The possibility of establishing a register of ESOL specialists from which to draw for programs in teaching, teacher training, and administration had been suggested at the May 1964 meeting of the Council. In October 1964 the feeling was that without an association the maintenance of a register was not feasible. The Council felt that only through an association with a permanent office and a membership list could information about personnel be kept accurate. In view of this and the long-range needs of the profession, the Council recommended that steps be taken towards the formation of an independent association of teachers of English to speakers of other languages.

Ad Hoc Committee, Chicago, January 30, 1965

As a result of the NACTEFL decisions of May and October 1964, an ad hoc committee

Gospodaric, *David P. Harris, *Helen Hefferman, Robert Hogan, *Edith C. Kirk, Robert Lado, Mary McDonald, *Albert H. Marckwardt, Sirarpi Ohannessian, Clifford H. Prator, Betty Wallace Robinett, Mamie Sizemore, *James Squire, *Hildegard Thompson, *F. C. Tompkins, *Donald D. Walsh, William Work.

The following agreements were reached:

Steps would be taken during 1965 for the formation of a separate and independent organization for persons professionally concerned with the teaching of ESOL.

A brief report of the Chicago meeting, accompanied by a questionnaire, would be prepared and distributed widely in order to enable any and all members of the profession to express their views concerning the proposed association. The report and questionnaires would be distributed at the San Diego conference and subsequently at meetings of interested professional organizations such as the Association of Teachers of English as a Second Language of NAESA, through individuals in key positions in public educational systems, and through other appropriate channels.

A committee to study such matters as constitution, bylaws, officers, funding, location, meetings, etc. of the proposed association, to draw up concrete proposals and to take whatever steps may be necessary during 1965 was formed. The following were nominated to serve on the committee: Harold B. Allen.

Continued on next page

GOOD WISHES ON YOUR COMING OF AGE

The Speech Communication Association played a major role in the genesis of Teachers of English to Speakers of Other Languages. Our organization is nonetheless proud of that role—principally because TESOL's record of service and commitment to the special educational needs of special populations has been so outstanding. The officers and members of SCA join in sending warm good wishes to TESOL on the occasion of its "coming of age."

Best wishes to you and to TESOL!

William Work
Executive Secretary

History of TESOL

Continued from page 5

University of Minnesota; Charles A. Ferguson, Center for Applied Linguistics; Robert Hogan, National Council of Teachers of English; Mary McDonald, Board of Education of the City of New York; Clifford H. Prator, University of

without dissent, the words "and research" were inserted in Article II. Upon motion, a sentence in Article V stipulating the succession of the vice president to the presidency was deleted. The conference participants adopted the constitution by unanimous vote and thereby created a new association!

The ensuing election of officers resulted as follows: President—Harold B. Allen, University

It was a source of deep gratification to everyone in the field that there developed among the five aforementioned groups, the full-hearted and harmonious joint action that led to the significant action taken at the Third Annual TESOL Conference in the Statler-Hilton Hotel in New York, March 17, 1966, when the conference adopted a constitution and bylaws by unanimous vote and thus created Teachers of English to Speakers of Other Languages (TESOL). A Professional Association for Those Concerned with the Teaching of English as a Second or Foreign Language. The name of the organization deliberately avoided such terms as "American" or "National" because its founders wished it to be an international organization which welcomed membership from individuals and groups all over the world.

Here was an organization with central concern for professional competence among all who teach English to speakers of other languages, which would create a structure of professional integrity upon which ESOL professionals could base their insistence for professional recognition. The creation of TESOL provided ESOL professionals, at last, with an independent, individual membership organization in which all persons and groups interested in the quality of English as a second language teaching might participate directly.

Coupled with Harold B. Allen's "A Look Back to a Look Ahead" (See his President's Message on page 7 of this issue), this abbreviated version of the organizational groundwork forms the foundation for an early history of TESOL. The more complete history of TESOL, that I have been asked by the Executive Board to prepare, will be undertaken in the next year or so, and will bring together information presently held for our archives by Harold B. Allen, the Central Office archival material, minutes of the Executive Board meetings, etc., and a number of articles already in print which have documented our growth.⁴

Footnotes

- 1 Anderson, G. (1967) In B. W. Robinett (Ed.), *On teaching English to speakers of other languages* (Series III) (pp. 175-176). Washington, DC: Teachers of English to Speakers of Other Languages.
- 2 The National Advisory Council on the Teaching of English to Speakers of English as a Foreign Language (1964, October 30-31). Decisions of meeting. Warrenton, VA.
- 3 For details regarding the results of this survey, Sirarpi Ohannessian (1966) *The TESOL conference at San Diego*. In C. J. Kreidler (Ed.), *On teaching English to speakers of other languages* (Series II) (pp. 158-159). Champaign, IL: National Council of Teachers of English.
- 4 These materials include the articles and books referenced in this paper in addition to the following:
Alatis, J. E. (198.) The growth of professionalism in TESOL: Challenges and prospects for the future. *TESOL Quarterly*, 21.
Alatis, J. E. (1983) The evolving definition of TESOL: The organization and the profession. *JALT Newsletter*, 7(7), 5-10.
Alatis, J. E. (1976). Past as prologue. *TESOL Quarterly*, 10, 7-18.

BEST WISHES TO INTERNATIONAL TESOL

On behalf of the Board of Teachers and staff of the Center for Applied Linguistics (CAL), I would like to extend our best wishes to the International TESOL organization in its 21st year. When CAL was founded in 1965, there was no organization uniquely devoted to improving the quality of English language teaching throughout the world. During the past two decades, the advancement of knowledge, research, materials and resources indicators... TESOL has remained consistently responsive to evolving needs and problems as the need for English language proficiency as a part of its many individuals throughout the world has continued to grow.

This dynamism which has characterized the organization through its devoted leadership, its appointed staff, and its numerous active members should enable the organization to meet the ever-growing needs for English as a global teaching language in the 21st century. CAL is pleased to have participated in meetings which led to the formation of TESOL. Our staff have been involved at all levels of the organization since its beginning and we look forward to continuing active and to maintaining fruitful communication and collaboration through the decades to come.

G. Richard Tucker
President
Center for Applied Linguistics

California, Los Angeles; Mamie Sizemore, State of Arizona, Division of Indian Education; and Sirarpi Ohannessian, Center for Applied Linguistics.

This Committee would submit concrete proposals for the creation of the new association to the participants at the Spring 1966 TESOL conference to be held in New York. Specifically, the committee would submit a draft constitution, bylaws, a slate of officers, etc., for the new association, as well as proposals for the creation and maintenance of a new journal, and a register of personnel within the framework of the association. Furthermore, the proposed association would cooperate with the TESOL Steering Committee in preparations for the fourth TESOL Conference, scheduled to be held in Miami in 1967.

Second Annual Conference on the Teaching of English to Speakers of Other Languages

in San Diego, California, March 12-13, 1965

The first item on the agenda at a special business meeting held at the conference was a report by Harold B. Allen of the needs of teachers as reflected in the replies to the "Survey of the Teaching of English to Non-English Speakers in the United States," conducted by Allen under a grant from the U.S. Office of Education on the Teaching of English to Non-English Speakers (TENES) in the United States.³ In addition, Robert Laio reported the agreements of the Chicago meeting and asked for the endorsement of the planning committee appointed in Chicago to study such matters as a draft constitution, bylaws, etc. It was moved and seconded that the committee be endorsed as recommended.

Third Annual Conference on the Teaching of English to Speakers of Other Languages

New York City, March 18-19, 1966

During the business meeting of the Third Annual Conference at the Statler-Hilton Hotel in New York in March 1966, the proposed constitution was presented to the conference participants. At the suggestion of the chair, and

of Minnesota; First Vice President—Robert Lado, Georgetown University; Second Vice President and Program Chair—David P. Harris, Georgetown University; Additional members of the executive committee were elected also: for three-year terms—Virginia French Allen, Teachers College, Columbia University; Edward M. Anthony, University of Pittsburgh; and Betty W. Robinett, Ball State University; for two-year terms—Paul D. Holtzman, The Pennsylvania State University; Mary McDonald, New York City Board of Education; Adela Mendez, Puerto Rico Department of Education; for one-year terms—John B. King, New York City Board of Education; Afton Dill Nance, California State Department of Education; Hildegard Thompson, Bureau of Indian Affairs, Department of the Interior. And the following were appointed: *TESOL Quarterly* Editor, B. W. Robinett; and local chair for the Fourth Annual Conference in Miami, Paul Bell, Dade County Public Schools.

James E. Alatis became executive secretary by invitation of Harold B. Allen with unanimous approval of the Executive Committee for the period from August 1, 1966 through July 31, 1967. In February 1967, TESOL Executive Secretary Alatis invited Alfred Aarons of the *Florida FL Reporter* to assume the responsibility of editing the *TESOL Newsletter*.

GREETINGS TO TESOL

It is a distinct pleasure for me, as one of my first tasks as the new administrator of the National Association for Bilingual Education, to express greetings to TESOL and its membership as you celebrate a coming of age. Twenty-one years implies success in making it through puberty and that is some accomplishment to an 11 year old like I and readiness to address with maturity the concerns of students and their teachers as they cope with learning and teaching English as a second or foreign language. Our mutual concern that limited English proficiency blocks effective education for many learners has prompted our long and productive relationship. We look forward not only to continuing the relationship but strengthening it to assure that the best options of teaching English and bilingual education remain available for learners as they face the challenges of the end of the 20th and the beginning of the 21st century. They must be assured of equal access to educational opportunity. Congratulations and good educating as you face the opportunities and challenges of your 21st year.

Joseph W. Beard
National Office Administrator
National Association for Bilingual Education

MESSAGES FROM THE PRESIDENTS OF TESOL



H. B. Allen
1966-67



Edward Anthony
1967-68



Paul Bell
1968-69



David Harris
1969-70

A Look Back to a Look Ahead

Harold B. Allen

These notes indicate steps in my involvement in the growth and realization of such a concept of the professionalization of the teaching of English to speakers of other languages as would lead to the creation of an all-inclusive organization of such teachers. Increasingly many others became involved as well; they will have their own significant steps to be described.

Dec. 1, 1957. Sensitized to ESL problems by recent Fulbright lectureship in Egypt and then to the extent of those problems in our Spanish-speaking population, I persuaded the NCTE executive committee to charge the Elementary Section Chair to study the situation in the Southwest and report next year.

Nov. 23, 1959. Upon returning from a second year in Egypt, learned that the Elementary Section had not fulfilled its charge. NCTE took the first step in a parallel direction by receiving an invitation from the U.S. Information Agency to develop a series of ESL textbooks, ultimately appearing as *English for Today*.

Oct. 19, 1960. With the idea of starting big, met with Ford Foundation's Melvin Fox to propose funding of world trip to meet English teacher associations for purpose of forming an international organization of teachers of English. Fox agreeable, but said that Clarence Faust, the Foundation's president, opposes grants for organizing.

Nov. 12, 1960. As liaison officer for NCTE's committee on English as a second language, I wrote to its chair, Gerald Dykstra: "I should like to suggest in addition (to its overseas commitment) that the committee devote consideration to the area of teaching English to non-native speakers in the United States."

Nov. 24, 1960. I met in Chicago with Dykstra's committee to ask that it undertake a study of the ESL situation in the United States. A month later James Squire, NCTE's executive secretary, followed with a letter to Dykstra declaring that the Council would look to the committee for leadership as "concern about the teaching of English as a second language in this country and abroad continues to increase."

Dec. 26, 1961. Robert Allen of Teachers College, acting chairman of Dykstra's committee, wrote me: "I feel that more members of the English language section of NAFSA (National Association of Foreign Student Advisers) should belong to NCTE." Allen was a member of the section's executive committee.

Jan. 15, 1962. To follow through I called upon David Harris in Washington as he was not only a member of that committee but also the founder and first chair of the Section. Harris approved my suggestion that NCTE might set up within its structure a semi-autonomous ESL conference parallel with the Conference on College Composition and Communication

(CCCC), and said that since the NAFSA section had considered moving from under NAFSA's wing it might well consider becoming the nucleus of such a conference. He also approved Albert Marckwardt's suggestion, later accepted by Bob Allen, that the need for a journal might be met by taking over *Language Learning*, a publication of Michigan's English Language Institute.

Feb. 10, 1963. To make specific progress I met Allen in New York to ask whether, since he was active in both NAFSA and NCTE, he would accept a charge to present to the NAFSA English section a proposal for a joint spring conference to discuss ESL issues and problems. He would.

Feb. 16, 1963. NCTE's executive committee approved my motion to authorize Allen to make that proposal and to contribute \$100 toward Allen's travel expense to Pasadena.

To summarize the increasingly complicated steps of the next three years I note that in April, 1963, the NCTE proposal at Pasadena resulted in the willingness of Charles Ferguson, director of the Center for Applied Linguistics, to have the Center serve as a neutral agent in arranging for such a conference, which subsequently drew 50 participants to Washington on September 12. The conference authorized a committee to plan a series of five annual ESL conferences, each of which would be sponsored by a member of a coalition of the Center and four membership organizations: Modern Language Association, National Association of Teachers of Speech, National Council of Teachers of English, and National Association of Foreign Student Advisers. It considered the need for a permanent ESL organization but took no action. Participants in the first conference, in Tucson in May, 1964, also considered the need but decided that formation of such an organization would be premature.

But there was unanticipated pressure for action. The National Advisory Council on Teaching English as a Foreign Language (NACTEFL), a nine-member group sponsored by CAL to serve as a non-governmental informational liaison among the federal agencies concerned with EFL, was acutely aware of an urgent need to develop a list of trained EFL teachers to accept EFL positions abroad, such a list as could emerge from the membership of a national organization. On January 30, 1965, it

named an *ad hoc* committee which was to draw up a concrete proposal for a national organization and present it to the New York TESOL conference in 1966. On October 30 it selected Teachers of English to Speakers of Other Languages (TESOL) as the name, and asked a member, Robert Hogan, the new NCTE executive secretary, to draft a constitution. Several of us who were members of both this committee and also the conference planning committee felt it was time for mutual consultation; accordingly on January 20, 1966 the two committees met in Washington to agree upon procedures for the New York conference, and the planning committee met there on March 3 to decide final details.

Without dissent the 300 participants in the business session of the New York conference twice amended and then adopted the proposed constitution on March 18, 1966. TESOL was born! But there was yet much to be done—and immediately. As the first president I was charged by the new Executive Board that evening to (1) continue search for an executive secretary, (2) ask Betty Jane Robinett of Ball State University whether she retained the interest in journal editorship that she had expressed in January to Sirarpi Ohanessian, the *ad hoc* committee's secretary, and (3) prepare and distribute a newsletter.

At the NAFSA convention in Chicago, May 18, 1966, six members of the TESOL Executive Committee agreed upon several matters later approved by mail ballot of the absent members. (1) During NCTE business with the U.S. Office of Education several years earlier I had become acquainted with James Alatis, who aroused my admiration of his outgoing nature and his dynamic but highly disciplined activity. Some preliminary communication with Robert Lado, dean of the School of Languages and Linguistics at Georgetown University, had apprised me of a likely opportunity not to be missed. At this meeting Lado officially announced that Jim was leaving the USOE to become his associate dean at Georgetown and that he thought Georgetown would accede to releasing him for part-time service with TESOL. I was authorized to move at once. On June 30 I invited Jim Alatis to become our executive secretary with the exhilarating feeling that TESOL could be getting the really unique person ideally qualified to build the organization. (I was right, I am happy to say in retrospect, for I knew and now know no one else who could have done what Jim has done so superlatively over the years.) On August 6 Father Dinneen of Georgetown phoned with the news that Jim's release for one-third time had been approved by the university, and he confirmed this with a letter August 8. (2) Bob Allen reported that Betty Robinett was willing to become editor of the new TESOL journal. (3) I was asked to get a newsletter out in June with the proceedings of the New York conference, plans for the 1967 meeting in Miami, and the constitution. I should add that in Miami a conversation with Alfred Aarons, who had been editing a good newsletter for foreign language teachers, led to his willingness to become editor of the *TESOL Newsletter* as well. So at last TESOL was in business. And the rest is history.

Impressions—Past and Present—of TESOL

Mary Finocchiaro

While I am thrilled at the numerical growth of TESOL, I cannot help looking back with nostalgia at our first meeting held in New York City, organized by Prator, Ohannessian, Lado and Finocchiaro. The talks and ensuing discussions were good and relevant to the needs and aspirations of teachers. There can be no doubt that the professionalism of teachers in the audience was formed that night as we discussed not only differences between ESL and EFL but also the similarities that are found in the most far-flung places where English is taught. Many teachers in the audience primarily from New York City had thought their problem—with the massive immigration of Puerto Ricans—was unique. Many of those in the audience were too young to remember the early 1900's with immigrants from many parts of the world flooding Ellis Island.

It was not an easy time for teachers. Children spoke in many languages and never had the opportunity to hear English outside the classroom. The approach used was "sink or swim." There were no special classes, no immersion programs, no curriculum designs for immigrant children, but most of us learned to speak English—our own variety because the districts where immigrants lived were clearly divided—the Sicilians had their "turf," the Irish the one next to it, the Jews, the one next to that. Interracial warfare was the order of the day but, let me repeat, we learned English. None of the teachers could speak any foreign language except for French but there were no French immigrants at that time so we learned to listen carefully to the teacher in order to get a passing grade.

All might still have gone well except for the fact that political powers among the ethnic groups insisted on special classes for their children but there were no plans, no curricula, no books. The problem of evaluation became a disastrous one. There were no tests especially designed for migrant children who had come with no school records. School systems made many mistakes at that time, e.g., no foreign language could be spoken not even in the lunch room or playground. Children stayed in the special classes too long. It was people like Virginia French Allen, B.J. Robinett, Adela Mendez, Pauline Rojas who set up courses and conducted seminars which would help not only youngsters learn English but hopefully would bring about a mutually accepting relationship between newcomers and a rather hostile community group. For four years, I served as the liaison person between the mainland and Puerto Rico. I set up a certificate program (toward an M.A.) for teachers of Puerto Rican children and soon after a master's program in ESL and EFL.

Let me say that it took me nine years to persuade my university that we needed a Master's program. The Departments all wanted to run it (Education, English, Foreign Language, Graduate Division) I was heartsick at the in-fighting that was taking place at the University while teachers and youngsters were hungering for a program.

While I am discussing early negative aspects, allow me to continue with other present-day disappointments which I deplore: 1) Despite the Special Interest Sections in our organizations, there are too many splinter groups; 2) The plenary speakers are usually from universities—completely unfamiliar with the classroom teachers' every day problems. 3) Very few

university professors will go out of the university to observe actual classroom teachers. If they do, it is only to write a research study which is incomprehensible to 90% of the teachers. Only people with a Ph.D. or Ed.D. in statistics can decode the messages and their implications which teachers need desperately.



Mary Finocchiaro
1970-71



Russell Campbell
1971-72



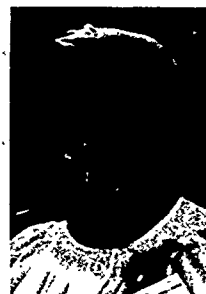
Alfonse Ramirez
1972-73



Betty W. Robinett
1973-74



Muriel Saville-Troike
1974-75



Mary Galvan
1975-76

4) Moreover, we now receive too much correspondence which is largely irrelevant to the real, every-day problems which face classroom teachers. 5) The *TESOL Quarterly* is not read by the majority of teachers. 6) We need a journal for classroom teachers at all levels as well as one for researchers.

And now, despite some reservations which I have expressed, let me say that the phenomenal growth of TESOL and the world-wide reputation which it enjoys is due to the formidable interest, energy and motivation of Dr. James Alatis, our present executive director, aided by his beloved wife Penny and his long term assistant, Carol Le Clair.

Dr. Alatis has been indefatigable in promoting the best interests of ESL-EFL teachers throughout the world. The attendance at Conventions, the articles in the *TESOL Quarterly* and the *Newsletter* are and will remain a living testimony to the efforts expended by Dean James Alatis during the last twenty-one years. He has more than earned his retirement. The legacy he leaves will never be forgotten or lost.

On Our Twenty-first Birthday . . .

Bernard Spolsky

Writing this to appear in the year proclaimed to mark TESOL's formal coming of age reminds me that in my presidential address eight years ago, I was able to refer to the special pleasure I felt to be serving as president during TESOL's bar-mitzvah year, the year which in Jewish tradition generally marks maturity. For all its attractiveness, however, the image of TESOL as a growing youth is not particularly apt for it suggests a period of callousness or helplessness. Those of us who remember the earliest meetings know that TESOL has from its very first days been a mature organization ready to act independently and responsibly. In this there has been and will be no change.

The thirteenth year was marked by the start of a process of re-evaluation, a long-term planning committee set up that year presented a number of structural proposals that have now been implemented, showing evidence of a cautious but steady process of modifying our institutional pattern to reflect changes in the profession.

The twenty-first year will also have its own special feature, as TESOL prepares itself to be without the personal leadership of Jim Alatis. Since the beginning of the organization, Jim has worked with the help (and occasional hindrance) of a score of presidents and hundreds of volunteer officers and with the support of a tiny but enormously dedicated professional

staff to shape TESOL as it is today. As secretary-treasurer (and most recently with the title of executive director), he has made enormous sacrifices, emotional and professional and personal, to help build a strong and stable association, holding within it all the competing tensions of practitioners and theorists, scholars and teachers, idealists and administrators, activists and ivory tower dwellers, ESLers and EFLers and BEers and ESDers. The officers of the organization over the next few years will have to learn the freedom and the fear of being left to make their own decisions. With the firm base that Jim Alatis has set, their task will be easier.

I hope the officers in the coming years will concentrate a good deal of effort on what I see as the most critical task facing TESOL today: whether it can in fact find ways to be a fully international organization. In its meetings and its publications, TESOL has already done an excellent job of integrating the many and varied approaches we have to the field. The trans-Atlantic academic base has always been strong, and over the years the international professional membership has continued to grow. How to reflect this institutionally (and even constitutionally) is the next challenge to be met, so that TESOL's place will be clear as the international association of all those who teach any variety of English to speakers of any other language.



Christina Paulston 1976-77



Donald Knapp
1977-78



Bernard Spolsky
1978-79



Ruth Crymes
1979

TESOL 2006

H. Douglas Brown

TESOL turns 21 this year, a symbol of adulthood, of independence, and of facing the world in a responsible fashion. While some professional and organizational growing pains are still with us, we have come a long way in those 21 years. We have survived the early years of dependence and then of some professional rebellion. We have learned, I think, to ask some of the right questions, to be comfortable in our inability to discover ultimate theoretical or methodological answers, and to be inquisitive and optimistic about the many possibilities available to us in this language teaching business. But like many human 21-year-olds in our society, we still have some growing and discovering ahead of us. What will those years be like? Where will we be on our fortieth birthday? Will there be a mid-life crisis for TESOL?

Let's turn our clocks ahead and imagine ourselves in another twenty years or so. The year is 2006. God willing, the world will still exist. And we can safely predict that we will still be using a language called English to communicate across international boundaries. By then we will have far exceeded a billion speakers of English in the world (right now experts estimate there are some 750 million English speakers across this planet), and the demand for ESL/EFL will be as intense as ever. What will we have accomplished in our research on second language acquisition? How innovative will our teaching methodology be? How successfully will our ESL/EFL materials and programs be adding millions of English speakers to the world every year? There are some signals today that enable us to do a little crystal ball gazing into our future.

In 1987 we look back on a twenty-year tradition of research and teaching which has made us fully aware of how important communicative language teaching is. If the last twenty years are any indication, by the year 2006 we will have a tremendous storehouse of communicative techniques and procedures for multiple contexts. We will be doing a much better job of teaching sociolinguistic, discourse, and strategic competence. The cultural and nonverbal aspects of language will be stressed more effectively. Learners will be immersed in meaningful communication within the classroom itself. And we will at last be able to offer valid and reliable tests of communicative competence.

In 1987 we are just beginning to discover the myriad strategies and styles available to learners to become successful in a second language. In 2006 we will have rich reserves of research data available that clearly identify successful learning strategies and materials will

incorporate those strategies into their lessons. Individualization of language learning will become increasingly effective as we understand differences among learners, and as we pinpoint the many tracks learners can follow to successful acquisition.



H. D. Brown
1979-81



John Fanselow
1981-82

TESOL and the Future

John Fanselow

No more huge mailing costs! No more huge printing costs! More and more people reading TESOL articles and news items! Why not? Though five years may be too short a span for such a transformation to take place wouldn't it be exciting if we could all get discs with articles on them rather than printed pages? Wouldn't it be exciting if we could all get materials electronically? We could all print out what we wanted to read in the normal way, of course. And why limit TESOL "publications" to print, either the ink kind or the electronic kind? Video tapes of Japanese teachers for teachers in the U.S. working with Japanese students. Video tapes of American teachers for Japanese teachers wondering how English is taught in, say, New York City. As an organization we seem to be always on the cutting edge idea-wise and methods-wise. Maybe we will enter the electronic age before most other professional organizations.

At the same time that we contemplate electronic communications—considered impersonal by some and not as warm as journals and newsletters which we can hold in our hands—we will be in fact having more and more personal relationships developing between people from all over the world through closer linking of affiliates and through joint sponsorship of institutes, conferences and workshops all over the world taught by people from all over the world and attended by people from all over the world. But people will not go as experts to teach others but as experts to learn from others. People will be less interested in simply transferring knowledge than in collabora-

In 1987 we have begun a technological revolution that enables us to think about individualization. The advent of the computer age has opened up new vistas that we could never have imagined before. In the year 2006 our technology will be remarkably improved. Interactive (computerized) video programs will be commonplace. Learners will not only be presented with countless multisensory communicative contexts, but they will also be able to respond in spoken language which will be decoded by the computer program. The language labs of the twenty-first century will not even compare to their audio counterparts of the 1950s!

In 1987 we are still struggling with language policy and planning issues in an every-shrinking globe that cries out for channels of communication from nation to nation. We can only fervently hope that in 2006 all countries will be more closely allied through common languages. English will be a key. Numerous "varieties" of English will be commonly accepted international norms. We will at last see some global unanimity in the importance of language for our survival. Governments will fund foreign language programs of all kinds as our global awareness is heightened.

It is easy to see here how our twenty-first year is really just the beginning of TESOL's "adulthood." Our fortieth year will find us in an era of having experienced some incredible accomplishments, but at the same time we will be facing continued challenges. When we think of how fulfilling the next twenty years will be for the TESOL profession, we can hardly predict a mid-life crisis in 2006. Instead, we will possess an exciting awareness of our potential and of our humanity.

rating, in reconstructing and constructing their own knowledge. More, smaller meetings might well emerge rather than fewer, larger and larger meetings. People want to have a hand in things, want to see people they know and want to be close. So, along with more cold electronic exchange of information will come more warm, personal collaboration on a smaller scale.

Job-wise, our members will have to continue to struggle and take some consolation in the enrichment of their life on a personal level from the growth they achieve rather than from the money they receive. Most of those we teach and learn from will continue to be poor, many will be jobless and the need for English will become more and more a political issue. We can hope that as we become closer in our own collaboration in the substance of our work and we can also become closer in the requests we make for job security, in demands for minimal professional qualifications.

And how will our minimal professional qualifications be met and how will we continue to grow as individuals in the profession as well as how will the professional organization grow? We will be more involved with schools, with actual teaching, relating ideas to practice, expecting more of ourselves and our students. Growing, feeling uneasy—realizing our former practices were not congruent with our beliefs and not producing the consequences anyone wanted or needed—questioning, exploring, and relishing the process of discovery, rediscovery and construction and reconstruction of our views of reality—this is TESOL in the future, as it has been until now.

A Past President's Notes

Darlene Larson

TESOL. Teachers of English to Speakers of Other Languages. An organization for teachers and all those whose work supports the process of learning. Teachers and how they help students learn. Students and how they learn languages. These are central to why we join together as an organization. Then why is it, when we describe programs, that we describe the administration first? One wish I have for the next twenty years is that we will learn to keep what is central, teaching and learning, in the spotlight.

TESOL Publications. Books about language learning, about proficiency, about measuring proficiency, about culture, about culture and language, about language and society, about language and politics, about bilingual education, about dialects of English, about the spread of English, about language classrooms around the world. Why aren't TESOL publications on the best seller lists? (Why don't our members use them in their methods classes?) Another wish I have for the next twenty years is that TESOL publications will become the most widely-used publications because they will be the best in the field.

TESOL Scholarships and Fellowships. Until just a few years ago, there weren't any. Now there are a few. It's nice to have others donate funds to be used for awards, but in the next twenty years, TESOL needs to establish many study awards of significant amounts. No matter where you look, tuition is a significant amount. We must have awards available for promising scholars which will cover the costs they have to pay.

TESOL Summer Institutes. It's frustrating to travel half way around the world to sit in traditional classrooms studying traditional subjects. One hope early in the evolution of TESOL Summer Institutes was that a network of scholars, known to each other because they had met and listened to each other at TESOL conferences and workshops and colloquia, could come together again for an extended period to study and share views that wouldn't be possible while working in their individual institutions. We hoped that teachers and prospective teachers would be willing to pay tuition to spend a few weeks with these scholars, investigating an area together. (Our TSI's must pay for themselves. We can't sponsor an institute and leave TESOL or the institution in the red.) Thus far, we've had wonderful summer institutes in traditional formats, sharing information, forming friendships and networks, enjoying city and country landscapes. But where are the innovative plans? Some tell us that creative programming won't pay for itself. Is that true? Do we value only courses and credits? Do we want only those formats that we have known before? Should we seek outside contributions to support summer institutes?

Why not go somewhere to learn a language together, taking along our measurement specialists, observation scholars, and acquisition researchers to chart our learning process according to whatever designs they decide? Let's keep a group journal in addition to participating in all classes and activities of various methods and techniques that somebody wants to design, observe or measure. We'll record their effects from our student point of view in our journals, and our colleagues will

chart our progress from their points of view. Let's stay for eight weeks and gain a language proficiency instead of a mark. Who would host us? Who would design the experience? Would only an insufficient number be interested? Well, then . . .

Could we persuade a number of scholars who have specialized in the writing process to spend a summer together? Bring along those who have developed means of holistic scoring and others who have recommended other forms of evaluation of writing. Don't forget an adequate group of genuine students who want to improve their writing. Provide the students with a program of writing tasks, peer discussions, revision opportunities . . . whatever the several specialists believe should be included. Observe, evaluate, discuss, adjust, report. What an experience! Do the same the next summer for the reading experts. Include materials designers, cloze testers, . . . Why not?

TESOL Standards Committee Initiative on Program Self Study. Hats off to the program at Teachers College, Columbia University, New York City, the first to file a report of its program self-study in TESOL's new effort inaugurated and coordinated by our Committee on Professional Standards. Perhaps in twenty years we will have reports on file from programs of teacher education on every continent that want to be recognized as quality



Darlene Larson—Charles Blatchford—John Haskell
1982-83 1984-85 1983-84

places for educating TESOL specialists. Of course, we are looking for the same kind of response from TESOL programs and institutes, but it is heartening to see our teacher education programs leading the way.

I am afraid that I have used up all of the words that you have allotted me, and I've only just begun. TESOL's just begun. Twenty-one years. Such a short time. Still so much to do.

Birthday Greetings

Jean Handscombe

For many individuals, their early twenties is the time when they go exploring the world. My term as President of TESOL coincided with the beginning of the organization's 20th year. As a Canadian of British background, I was the first non-U.S. citizen to be elected President and, as such, I represented in some way a *trip abroad* for TESOL.

Did I appreciate the fact that TESOL made the trip? Most certainly. In order for me to deal professionally and politically with the concerns of the majority of the membership—i.e. U.S. members—I had a lot of fast learning to do. For me, the highlight of my term revolved around that learning which took place during visits to (mostly U.S.) Affiliates and in conversations with my colleagues on the Board and Central Office staff.

But did the trip have any effect—positive or negative—on the organization? That's a more difficult question to answer. For a start, I was not the only person dealing with "international issues" during my year as president. The Ad Hoc Committee was hard at work (see TN October '86 for a brief summary). Within the Executive Board itself, I had no need to remind members that they should specify which items affected

which of TESOL's many constituencies—other Board members did it before me. And the U.S. members of the Board quickly decided that the distinction between "U.S." and "International" members was an unacceptable one given that they, too, considered themselves "internationalists." Then again, much of my time was spent attending to matters such as internal organizational structure and the effective operation of the Board, to say nothing of the work around public school issues which were another focus of my year given my professional background and current position.

What, therefore, did my personal occupation of the presidency contribute to the definition of what it means to be a TESOL member? Contrary to rumour, I had no plans to move TESOL headquarters to Geneva (or Glasgow!); nor did I propose that Canadian spelling be adopted as the accepted form in all TESOL publications! Several times, however, particularly in U.S. settings, I noticed individuals being momentarily taken aback as they tried to reconcile their notion of TESOL as a "national" (i.e., U.S.) organization with the fact of this TESOL president who sounded like a Brit., lived and worked in Toronto and talked about U.S. ESOL concerns yet placed them in a wider perspective. Perhaps for those members I was a foretaste of what TESOL as an international organization might be.

As TESOL celebrates its 21st birthday and continues into its third decade, one of several developments which I will be watching with interest will be this question of internationalism. In the meantime, *Bonne Fête*, TESOL!



Jean Handscombe
1985-86

Coming of Age

Joan Morley

It has been a privilege to be TESOL's 21st president . . . and it has been a special pleasure to serve TESOL in this capacity during our historic *coming of age* year.

For two decades members of TESOL around the world have shared their work with colleagues, freely and willingly, for the benefit of the profession . . . and have taken justifiable pride in TESOL's emergence as a dynamic, creative and influential force in the field today. TESOL has become one of the most highly respected professional associations in the world.

Past

The world-class status of the TESOL of today did not happen by magic, nor was it an overnight phenomenon. (Unlike Athena, TESOL did not spring full-blown from the forehead of Zeus.) It came about through gradual considered shaping . . . in a variety of dimensions . . . by untold numbers of concerned members. It came about because TESOLers worked to create and to nurture organizational components apace with changing needs, but always in tandem with the establishment of appropriate standards.

TESOL's history reflects organizational flexibility, not rigidity, but with carefully studied, not precipitous, change. Our history reflects openness to the development of new patterns of internal structure to accommodate to changing times and to growth in size and in diversity. It reflects ever-increasing quality control . . . in convention programming, in publications, in professional standards, in educational socio-political advocacy positions.

Now, 'coming of age,' it is a time in our history for satisfied reflection on past achievements, but only if accompanied by honest assessment of current conditions, and thoughtful contemplation of future directions. It is a time for taking stock . . . and, as expressed by two plenary speakers at the Sixth Midwest Regional TESOL Conference, Ann Arbor, " . . . a time for retrospection and introspection . . ." (Betty W. Robinett, past TESOL president and first *TESOL Quarterly* editor) and " . . . a time for evaluation and consolidation . . ." (Steven J. Gaies, current *TESOL Quarterly* editor).

Present

What is TESOL today . . . 20 years after?

1. *TESOL's membership is large.* Our membership explosion over the past 20 years has been strong and steady . . . from 337 in 1967 to over 11,000 in 114 countries in 1987.
2. *TESOL's affiliate network is extensive.* In 1969-1970 nine autonomous ESOL associations made the decision to participate in a newly created *affiliate status* offered by TESOL. Today the associations who have chosen to become affiliates of one another and TESOL number 66 in 21 countries.
3. *TESOL's concerns spread across a wide spectrum of diversity.* In 1975 when a structural provision for Special Interest Groups within TESOL was established, there were seven SIGs; today there are fifteen interest sections, each with its own governance and its own agenda of activities.
4. *TESOL members have a solid and enduring unity of purpose.* TESOL today, in its 20th year, as in its first year, opens its membership to " . . . any person who at any educational level

teaches standard English to speakers of other languages or dialects as well as to any person preparing such teachers or otherwise concerned with such teaching . . ." The spirit that unites our efforts and transcends our differences is our common purpose . . . to enhance the quality of the professional work in English language learning/teaching/testing/research, wherever we can be of assistance.

Future

Our TESOL goal is to provide leadership and to give direction, specifically, " . . . to promote scholarship, to disseminate information, to strengthen at all levels instruction and research in the teaching of English to speakers of other languages and dialects, and to cooperate in appropriate ways with other groups having similar concerns."

As we look to the future, we can continue to refine and to integrate the collaborative work of five TESOL components. Two of these are the *Officers* and the *Executive Board* (the all-volunteer elected body which serves leadership, policy-making, and support functions) and the *Executive Director and Professional Central Office Staff* (the appointed body which serves management, advisory and implementational functions).

The remaining three components, in my view, form the working heart of TESOL. Two of these components call for the continuing all-volunteer work of hundreds of TESOL members and hundreds of affiliate members, the world over. These components are *The Interest Section Council* and each of the fifteen individual Interest Sections, (with its programs and publications), and the *Affiliate Council* and each of the 66 individual affiliated associations, (with its programs and publications).

Finally, the fifth component of the working heart of TESOL, and perhaps the least 'visible,' is composed of an all-volunteer corps of dedicated TESOLers who are often the unsung heroes of our association. This component is comprised of the *TESOL Committees*, the *TESOL Editorial and Advisory Boards*, and *TESOL Study Groups*, including: (a) nine Standing Committees, (b) the occasional ad

hoc committees, (c) the occasional Organizational Committees, (d) *The TESOL Quarterly* Editorial Staff and Editorial Advisory Board, (e) *The TESOL Newsletter* Editorial Staff and Editorial Advisory Board, and (f) the Executive Board Sub-committees and Study Groups.

A Final Note

From the beginning, TESOL's visionary founders, in the mid-sixties, established a mission and set in motion the machinery for the development of an organization with a *unity* of purpose but a *diversity* of perspectives. In the words of first TESOL president, Harold B. Allen (1966-1967) " . . . the central and basic tie that binds us all in TESOL is our concern with the teaching of English to people who do not have English as their first language, but we do not all approach this concern from the same direction nor with the same focus."

Thus, TESOL was conceived of as encompassing a broad spectrum of domains where many could find a professional home and a professional camaraderie. Today, at 20 (and counting), TESOL is uniquely multi-dimensional. It provides:

- 1.) . . . a *mechanism for communication* of practical pedagogical ideas and theoretical notions about language learning and teaching and for reports on research in the field,
- 2.) . . . a *forum for debate* about theoretical and pedagogical issues in language learning, teaching, and testing,
- 3.) . . . an *instrument of advocacy* on behalf of language learning and teaching and language learners and teachers in educational and governmental arenas and as a public awareness and information service,
- 4.) . . . a *fellowship of people* with a common cause who have formed a network of communication and friendship.



Joan Morley
1986-87



JoAnn Crandall
1987-88

TESOL at 21: Looking Back and into Its Future

JoAnn (Jodi) Crandall

I find it especially fitting as a division director at the Center for Applied Linguistics (CAL) to be looking back to TESOL's birth and ahead to the challenges of TESOL on its coming of age. CAL was one of five cooperating organizations who met to help in the birthing process of TESOL, having served as the nexus of the National Advisory Council on the Teaching of English as a Foreign Language when it was a vital force for the improvement of English teaching in the United States. Since that time, 21 years ago, TESOL has experienced phenomenal growth—from 337 members in March 1966 to over 11,000 today, and from a few early affiliates to the current 66. Today, TESOL professionals are working in refugee camps, village schools, university programs, business offices, technical schools,

international research institutes, and a variety of other international or national organizations.

A look at the names of the 15 Interest Sections attests to the diversity of TESOL's membership and provides a glimpse into the contexts and content of TESOL growth as well. Our members are involved in education at all levels: elementary, secondary, tertiary, and adult; they are engaged in research, teacher education, program administration, and curriculum development, some utilizing the latest in computer technology. Many of us work in countries in which English is a primary, official, or national language. Others of us work in countries where little English is spoken, but much of it is read, in technical or scientific or other professional texts. Our Interest Sections

Continued on next page

TESOL

Continued from page 11

are a tribute to our flexibility—we can add Interest Sections as we need them and let them go when they are no longer useful.

The 65 TESOL Affiliates reflect the geographical breadth of interest in TESOL. Our members belong to TESOL Affiliates in 22 countries, with a combined affiliate membership of over 25,000, and our numbers are growing. In the past year we have welcomed three new affiliates: New South Wales (Australia), TESOL-Honduras and BRAZ-TESOL (Brazil). We can expect this growth of international affiliates to continue, given the increasing interest in TESOL and the dedication of our field to increasing the professionalization of English language teaching around the world.

As the role of TESOL expands internationally, we are faced with two quite different, though potentially daunting, challenges. On the one hand, we must be responsive to an ever-widening role for TESOL and be prepared to provide relevant, appropriate English programs to diverse groups of potential learners throughout the world. To do this successfully, we may find that we will need to reach out even further to other professions or disciplines: to teach English language skills for algebra or physics or engineering or medicine requires knowing at least something about the skills, requirements, and settings that these disciplines entail. And yet, as we respond to the needs of these diverse groups of students around the world, we must guard against being perceived as "promoters" of English or a vanguard of cultural-linguistic imperialism. The "international role" of English should not overshadow the more culturally important role that other languages may play—even in countries in which English is widely or predominantly spoken. TESOL can provide a standard to ensure that English language education requests are met professionally; but we must also ensure that those who would restrict language use to predominantly English or "English-only" are defeated. TESOL will need to reach out to new students and new disciplines, but in a manner which respects other languages and understands the sometimes very limited role that English has to play.

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May TESOL Flourish!

A Personal Note from the Chairman of IATEFL, Peter Stevens

From the British-based EFL/ESL teachers' association to the other, US-based counterpart—warm anniversary greetings! As our two great professional bodies were approaching their 21st birthdays, John Haskell suggested that it might be helpful to write a piece for the Newsletter about the similarities and differences that unite and differentiate us. It turned out to be a hard task. I have been involved with both TESOL and IATEFL for many years and I expected to find the differences few, straightforward and simple. In fact, they are many, subtle and complex. And yet the two really do overlap in a host of ways. Judge for yourself.

AIMS

IATEFL serves four principal aims:

- (1) the creation of a *profession* of teaching EFL/ESL, as distinct from simply an occupation;
- (2) the creative development of effective teaching *techniques, methods and materials*;
- (3) the exchange and dissemination of *ideas, principles and concepts*;
- (4) boosting teachers' *morale, confidence and coverage*.

A Profession of EFL: What makes a profession? Essentially, at least the following: selective entry, extensive training which embodies ideas as well as techniques, a commitment to the career-long maintenance and improvement of standards, and an element of social conscience. These characteristics, applied to the teaching of EFL/ESL, have been supported and encouraged through the activities and the publications of IATEFL since its founding in 1967.

Methodology: Regardless of changes of doctrine or fashion in matters of linguistic theory, IATEFL has always emphasized the central role of practical classroom teaching methodology. It has not only encouraged teachers to become aware of the great range of techniques and methods available to them but has actively pressed EFL teachers to become willing themselves to contribute to the profession, for example by trying out new ways of teaching, and by becoming able to produce their own materials rather than relying solely on published books.

Principles and Concepts: IATEFL and its members exist squarely within the discipline of education and of language teaching. Compared with TESOL, IATEFL has been influenced far less by linguistics. There are many reasons why this is so, including IATEFL's roots in British EFL, the rarity outside the United States of academic training at MA or PhD level as a preliminary to teaching; and by contrast the preponderance outside the US of a normal style of teacher preparation that emphasizes methodology and insists on periods of supervised practice teaching. Consequently there is a major difference between, on the one hand those American ESL/EFL teachers whose 'license to teach' is an MA with courses in theoretical linguistics and SLA research accompanied by their own personal piece of research work, but with relatively less training in methodology; and on the other hand, the typical IATEFL member whose 'license to

teach' is an 'education year' spent learning about being a teacher, about educational development, about the organization of education, and about classroom methodology and management, with a minimum period of supervised classroom teaching. (Of course there are many exceptions to these thumbnail sketches, and I apologise to those, in TESOL and in IATEFL, who do not illustrate the differences I have mentioned.)

Morale, Confidence and Courage: Teaching is hard on the emotions. Dealing for months and years and decades with human beings in the relationship between teacher and learner imposes special strains that non-teachers know nothing of. IATEFL, like TESOL, exists in part as a morale-raiser for teachers, as a framework for mutual support, for exchanging ideas about our failures and sharing knowledge of our successes. It provides a cross-check on standards; it encourages the individual in his/her professional development; it permits and encourages the individual teacher to make his or her own contribution to the development of techniques and ideas—in short, it believes in more informed teaching as a basis for more effective learning.

MEMBERSHIP

IATEFL is small compared with TESOL: some 2,000 members as against 11,000. And as the membership dues of IATEFL are currently £10.50 (about \$15 US) compared with TESOL's \$40, IATEFL is financially much poorer in terms of income. But there are other, more important, perhaps compensating, differences. In TESOL, some 80% of the members live in North America, working preponderantly in ESL in the United States. In IATEFL, only about 30% live in Britain: they mostly work in EFL (not ESL, which in Britain is on a small scale and much more closely related to English mother-tongue teaching), while 70% of IATEFL's members live in countries other than Britain. What is more, most of these 70% are not native speakers of English, but are teachers of English mainly in their own national school systems or teacher training institutions, in Germany, Cyprus, Iceland, Belgium, Holland, Sri Lanka, Spain, Switzerland, Japan, etc. Unlike many TESOL members outside the US, only a small proportion of IATEFL's members among the far-flung 70% are expatriates from Britain. Of course IATEFL does have expatriate British (and American and Canadian and Australian) teachers among its membership, and they are just as welcome as teachers from the country where they work. But the proportions of such members to teachers from the country concerned are roughly the converse of those in TESOL. In that sense IATEFL really is, and is proud of being, international. But of the twelve elected members of the IATEFL Committee (roughly equivalent to TESOL's Executive Board) five are from outside Britain: one each from Belgium, Holland, Spain, Iceland and the United States. And the next Chairman, already elected to succeed me in 1987, is Dr. Arthur Van Essen, the distinguished Dutch specialist in English Studies. So the mix of membership of IATEFL is different in important ways from that of TESOL. We also have, in IATEFL, a large and growing number

of Affiliates, being existing teachers' associations in various countries that affiliate to us. Some of these are affiliated both to TESOL and to IATEFL. In one case TESOL Scotland and IATEFL are affiliated to each other.

GOVERNANCE

IATEFL runs its affairs differently, too, with a simple structure. Where TESOL has an elected president and vice-presidents, and a large Executive Board elected from different constituencies, plus a Legislative Assembly, IATEFL has four elected officers (chairman, vice-chairman, secretary and treasurer) and an elected Committee of a dozen members. A Co-ordinator of Branches and Affiliates (Ray Tongue, who is also the treasurer) keeps in touch with our global membership. IATEFL has a full-time executive secretary, Mrs. Brenda Thomas, who runs the central office very much as Ms. Carol Leclair does for TESOL: both these women are quite indispensable to their respective organisations. But there is no equivalent in IATEFL to TESOL's executive director. No paid senior officer of IATEFL embodies continuity, implements policy, assists the elected members with decision-making, and represents TESOL to officialdom at home and abroad; only the elected chairman can do this during his/her two-year term of office, assisted by the other officers.

In a sense, my predecessor, the Founding Chairman of IATEFL, Dr. W. R. Lee, represented continuity and carried out duties of these kinds through having been chairman for as long as 18 years. IATEFL is a splendid monument to Bill Lee's devotion and commitment, just as TESOL is a marvellous monument to the drive, the administrative vision, and the personal commitment of Jim Alatis. And TESOL has benefited greatly from the fact not only that Dr. Alatis has been employed for part of his time over these many years but also that he has brought with him the strength and prestige of his position as dean of Georgetown University. The greater sophistication and complexity of TESOL compared with IATEFL reflects this long-term support.

But small can be beautiful, too! TESOL Board members may be surprised to learn that IATEFL Committee meetings (half a day, three times a year) are run with little formality, and that decisions are virtually never taken to a vote. And what is a parliamentarian, please?—IATEFL doesn't even have a lawyer! More seriously, the greater size of TESOL requires greater formality, while IATEFL can still function in a more simple and informal style.

ACTIVITIES

IATEFL has an international conference each year. Traditionally this has been held for two successive years in Britain followed by one year outside. In 1985 and 1986 the conference was held in Brighton, England; in 1987 it will be in Westende, in Belgium; in 1988 in Edinburgh, Scotland, and in 1989 in Warwick, England. The most recent Conference was the biggest ever, with just over 1000 participants—not bad, on a total membership of barely 2000. For the future, IATEFL hopes in addition to support and encourage regional and local conferences,

Continued on next page

A Note from IATEFL

Continued from page 13

seminars and workshops. We wish also to engage in as many joint activities with TESOL as can be arranged, starting in 1987 with the summer course and institute in Barcelona, sponsored jointly by IATEFL and TESOL.

As in TESOL, so IATEFL has Special Interest Groups, though these are fewer in number as yet. But IATEFL has a smaller range of publications. We have a *Newsletter*, though it is not as elegant and newsworthy as TESOL's *Newsletter* as become under the editorship of Alice Osman. IATEFL does not publish its own journal. If we did, it would not be as strongly research-centered as is the *TESOL Quarterly*. IATEFL is in fact at the time of writing considering associating with the *English Language Teaching Journal* (ELTJ), whose blend of concern for classroom practice as well as theory and principle seems to suit our ethos. We publish no books—but with our relatively small membership and given the access we have to the powerful British EFL publishers, IATEFL members normally farm out their publishing.

THE FUTURE

Where do we go from here, in IATEFL? Probably to get more members outside Britain, to greater internationalism, to the support of more activities and a greater range of them based in various countries, to the continued professionalisation of EFL/ESL teaching—and to more collaboration with TESOL. We do not think that a merger between us is desirable, since our two greater organisations evolved out of different traditions and offer to teachers of English different aspects of quality. But we do hope for increased mutual support, for events organised in a given country by the one being automatically open to members of the other, for joint activities such as conferences and workshops.

So, once again, anniversary congratulations and good wishes to TESOL from IATEFL. May we both flourish in the next two decades!

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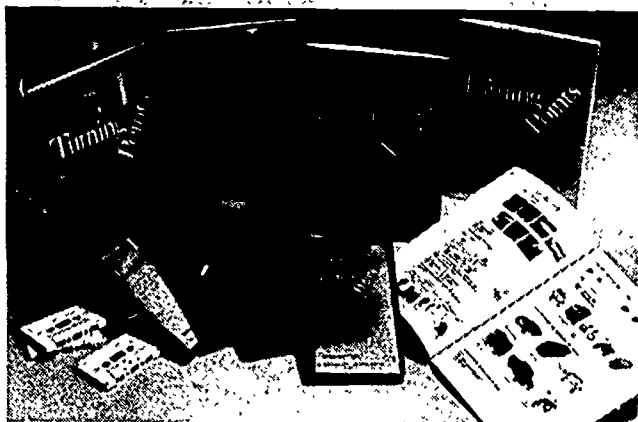
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Current Directions in Teaching English to Speakers of Other Languages: A State-of-the-Art Synopsis

by Joan Morley
The University of Michigan, Ann Arbor

During the last twenty-one years ideas about language learning and language teaching have been changing in some very fundamental ways. Significant developments in perspectives on the nature of second language learning and learner processes have had a marked effect on language pedagogy. This influence can be observed—sometimes more and sometimes less—across a broad spectrum of English language teaching programs around the world.

As a profession we have engaged in continuous re-evaluation and restructuring: curricula, syllabi, instructional activities, materials and methods, student goals and teacher roles. The occasion of TESOL's coming of age year affords us a special reason for taking stock, a time for "retrospection and introspection" (B.J. Robinett, 1986), a time for "evaluation and consolidation" (S. J. Gaies, 1986).

H. D. Brown (1987) has been moved to say that: "These are the best of times and the worst of times in the profession of foreign language teaching." He goes on to note that while never before have we had such a variety of resources available to us, at the same time we are a long, long way from finding ultimate answers to many difficult questions we have been asking, that second language acquisition is no simple, unidimensional reality but very slippery in every way.

J.C. Richards and T. S. Rodgers (1986) observe that: "The proliferation of approaches and methods is a prominent characteristic of contemporary second and foreign language teaching." They elaborate to say that while to some, this reflects the strength of our profession, to others, the wide variety of method options currently available confuses rather than comforts, that methods appear to be based on very different views of what language is and how a language is learned.

Preliminaries to a Synopsis

In a plenary presentation at TESOL 79 (Boston) (Morley, 1979), I included a discussion of five features which seemed to me to have surfaced and stabilized—more or less—as sustaining features of an emerging instructional revolution in ESL/EFL. Over the last eight years, in observing the development of TESOL, the profession, I have expanded the list to eleven.

As is clearly reflected in recent texts, such as those of Brown and Richards and Rodgers, our field today is characterized by a variety of views on learning and a variety of choices for teaching. What follows is a personalized 'features synopsis' which tries to put into focus some of the current directions in L2 learning and teaching, *synopsis* being, according to the *Longman Dictionary of Contemporary English* (1987) "... a short accounting of something longer, especially the story of a film, play, or book ..."

Some of the features included in the brief description which follows encompass old and familiar ideas; others reflect relatively new perspectives; there is much overlap. Study them and weigh them, as I have invited graduate students to do from time to time, and consider compiling your own list. Many important features have not been included in

this review. A sequel to this presentation would need to consider six or seven areas which have been developing at a very rapid rate over the last five years (Section eleven).

A State-of-the-Art Synopsis: Eleven Features of ESL/EFL Learning and Teaching

1. A focus on learners as active creators in their learning process, not as passive recipients.

This is perhaps the cornerstone, the single most fundamental change in perspectives on the nature of language and language learning in recent years.

Coming on the academic scene in the late 1950's and 1960's, it was a radical departure from a notion of language acquisition, first and second, as a phenomenon attributable to habit formation, to rote, to stimulus, to response, to conditioning. Views of cognitive psychologists on learning as an active process, (L. Vygotsky, 1934, 1962 translation) one enriched by interaction, (J. Piaget, 1926, 1970) were being examined as counters to behavioral views (B.F. Skinner, 1957).

N. Chomsky's accounting of the transformational nature of language (1957) and his discussion of linguistic theory vis-a-vis to language teaching (1966) (e.g., the creative aspect of language use, the universality of underlying linguistic structure, etc.) 1966, along with R. Brown's explorations into first language learning (1973) from a creative process point of view, (i.e., in which children work out 'rules' from the input available to them, and the work of those who followed them) (1973), moved us to a point where we no longer found tenable a concept of the student role in language learning as primarily one of a passive repeater of forms and patterns. Students were recognized as the active primemovers in their own learning process. In S.P. Corder's words (1976), "Efficient language teaching must work with, rather than against, natural processes, facilitate and expedite rather than impede learning. Teachers and teaching materials must adapt to the learner rather than vice versa."

This orientation toward learning and learner processes constituted a major shift in the L2 field. Theretofore, the preoccupation had been with teaching, inasmuch as habit formation learning afforded little in the way of interesting intellectual exploration. An important part of this shift has been the postulated duality of language learning, that is, the acquisition/learning concept introduced and elaborated by S. Krashen (1976, 1978, 1981) and subsequent discussions and alternative models presented by J. A. Lynch (1978; with T. Rossman and J. A. Lynch, 1983), E. Bialystok (1978), and M. Willis (1985).

It was not so many years ago that the learner's language and what it reveals about the language-learning process.

It was not so many years ago that the learner's language, and more specifically the learner's mistakes, were not considered to be very interesting. They were looked upon as aberrant products resulting from a breakdown in the teaching methodology. S. P. Corder (1971) noted that it was not surprising that structuralist/behavioralist teachers showed little interest in the study of learners' idiosyncratic sentences for at least two reasons: (1) to

them errors were evidence that the correct automatic habits of the target language had not yet been acquired and (2) theoretically, if the teaching process had been perfect, no errors would have occurred in the first place.

Corder also observed that if, instead, language learning is conceived of as some kind of data-processing and hypothesis-forming activity of a cognitive nature, then learner errors have a three-way significance: for teachers (indicating how far toward the goal the learner has progressed); for learners (since we can regard the making of errors as a device the learner uses in order to test hypotheses about the nature of the language being learned), and for researchers (providing evidence of how language is learned, the strategies or procedures employed in the learner's 'discovery' of the language) (Corder, 1967).

Over the years, the focus of second language study has shifted from a prominence of contrastive analysis in the 1940's and 1950's and error analysis in the '60's and '70's to interlanguage analysis in the 70's and 80's. Interlanguage analysis, growing out of the work of Corder (1967, 1971) and L. Selinker (1969, 1972), is marked today by a variety of investigations looking at diverse aspects of learner language. Comprehensive state-of-the-art reports in this area include three from the TESOL '83 (Toronto) Research Interest Group State-of-the-Art forum (S. Gass, 1984; W. Rutherford, 1984; R. Andersen, 1984) and one from the Tenth University of Michigan Conference on Applied Linguistics (D. Larsen-Freeman, 1985).

3. A focus on communicative language teaching and the components of communicative competence.

Where to begin, in order to bring this area into focus? N. Chomsky (1965) called our attention to concepts of *competence* and *performance*. D. Hymes (1970, 1972) used the term *communicative competence* to refer to the rules of language use without which the rules of grammar would be useless. C. Paulston (1974) at TESOL 74 (Denver) presented the first distinctive TESOL convention paper on this topic, "Linguistic and Communicative Competence."

Following along, these benchmark works must be cited: S. Savignon's *Communicative Competence: An Experiment in Foreign Language Teaching* (1972), H. Widdowson's *Teaching Language as Communication* (1978) and M.P. Breen and C.N. Candlin's "The Essentials of a Communicative Curriculum in Language Teaching" (1980).

In 1980, M. Canale and M. Swain proposed a model of communicative competence which brought together a number of viewpoints in one linguistically-oriented and pedagogically-useful framework. They argued that communicative competence minimally includes four areas of knowledge and skills: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. J. Cummins (1979, 1980) has drawn attention to differential proficiency in children's acquisition of (1) basic interpersonal communicative skills (BICS) and (2) cognitive/academic language proficiency (CALP).

A weak form of communicative language teaching (and one in regular practice today) concentrates on a role of "... providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching ..." (A.P.R. Howatt, 1984). A strong form claims that "... language is acquired through communication ..." and that learners must use English to learn it. R. Allwright, (1977), questions: "Are we teaching *language* (for communication) or Are we teaching *communication* (via language)?" M. Finocchiaro and C. Brumfit (1983) present a clear review of salient features of communicative approach.

4. A focus on language function as well as on language form.

Teaching language *forms* without *functions* is a criticism often leveled at instruction which concentrates on helping students master grammatically correct forms, but fails to give them any experience in putting forms to purposeful use in appropriate communicative contexts. A widely held belief that form equals function was challenged by J.L. Austin (1962). His theory of speech acts and his classification of language functions, followed by Searle's model of the use of speech act theory in discourse analysis (1970), drew the attention of the language field to a number of concepts including 'proposition' and 'illocutionary force.'

H. Widdowson (1971, 1978) introduced the differential use of the terms *use* and *usage* saying: "If it is the case that knowing a language means both knowing what signification sentences have as instances of usage and what value they take on as instances of use, it seems clear that the teacher of language should be concerned with the teaching of both kinds of knowledge." He observed that concentrating on usage, assuming that learners will eventually pick up the necessary knowledge of use on their own, may be too optimistic a view to take.

C.J. Brumfit (1980) proposed a syllabus design which used the grammatical system as a core in a series of ladder-like stages, with appropriate notional, functional, and situational material *wrapped around it* in a spiral-like patterning. As noted in Widdowson and Brumfit (1981), the core "... contains the linguistic structures for expressing the varied curricular content found in the spiral ..." and that this model "... has the merit of recognizing that some parts of the syllabus can be systematized, while others cannot be so."

Many inventories of language forms, functions, and notions are available for study. M.A.K. Halliday (1973, 1975) described the following set of critical language functions, which can be considered equally relevant to both first and second language learning: personal, interactional, instrumental, regulatory, representational, imaginative, and heuristic. A number of key publications have resulted from the project work of the Council of Europe language teaching programs begun in 1971. These include *Notional Syllabuses*, (D. Wilkins, 1976), which contains an extensive specification of notions and functions, and *Threshold Level English*, (J.A. van Ek, 1980), which provides a wide variety of comprehensive inventories. *Communicative Syllabus Design* (J. Munby, 1978) presents a model for analyzing language needs.

Dozens and dozens of ESL/EFL student books available today purport to be functional and/or notional texts. But let the buyer beware! Many are not precisely what they claim to

be. As R. Campbell observed in a plenary panel discussion at TESOL '78 (Mexico City) we must be sure we are not getting "... structural lamb served up as notional-functional mutton ..." (1978).

5. A focus on an interactive mode of communicative classroom instruction, one that fosters creative interaction among and between learners.

It was not so long ago that the primary kind of interaction among learners in language classrooms was either exchanges of memorized dialogues or chaining exercises in which the interaction went something like: A: (to B) "I like to swim. What do you like to do?" B: (to A) "I like to ski." and B: (to C) "What do you like to do?" However, much more creative alternatives, particularly for grammar practice, were suggested early-on, in the TESOL years. For examples, see W. Rivers (1964, 1969), C.B. Paulston (1971, 1974), and W. Rutherford (1968, 1975, 1977).

It also was not so long ago that there was, indeed, very little communicative classroom exchange *at all* between/among students. The basic patterns to be found were: (1) *teacher-to-student(s)* with a form to be repeated or transformed or a question to be answered, (2) *student(s)-to-teacher* performing the appropriate operation on the form, or answering the question and (3) *student-to-student* performance of set situational dialogues.

But patterns are changing, and in many classrooms today a significant portion of time is reserved for a variety of interactive activities in which students have opportunities to use English for communicative purposes. Some of these fall into the category noted earlier as a *weak* form of communicative language teaching while others clearly are designed to give learners particular activities in which to use English in order to learn it, the *strong* form of communicative language teaching (M. Long and P. Porter, 1985).

Task-based activities for pairs and small groups highlight information exchange and often make use of special interactive pairs practice materials in which each set has missing material to be found in the partner's set. The information gap created by this kind of activity and the interactive language exchange which it stimulates, is one of the most fundamental concepts in the strong form of communicative language teaching. (K. Johnson and K. Morrow, 1981) in the belief that the transfer of information which is thus provided for, involves the learner in *real communication* (not pseudo-communication) with *real negotiation of meaning* taking place.

6. A focus on the individuality of learners and individual learning styles and strategies.

With a focus on the centrality of the learner's role in the language learning process, as active creator, not passive recipient, comes the corollary that both similarities and differences will be observed in the way individual learners go about the task. In the last ten years, in particular, more and more research has focused on learner characteristics in the learning process. One area of interest has been a study of the features that seem to separate good language learners from not so good language learners.

Brown (1987) presents useful definitions of terminology and clear descriptions relating to learning styles and learning strategies. Learning styles refers to an individual's consistent and rather enduring preferences vis-a-vis general characteristics of intellectual functioning and personality type (e.g., more-or-less

tolerance of ambiguity; more-or-less reflective/impulsive; more-or-less field dependent/independent; oriented more-or-less toward imagery and holistic information or more-or-less toward logical/analytical information, etc.) Learning strategies are tactics employed by individuals in attacking particular problems in particular contexts including *learning strategies*, which relate to input and *communication strategies*, which relate to output.

Two important papers on good learner characteristics were reported in the literature in 1975 and since that time there has been a burgeoning number of studies on many related topics. In "What the Good Language Learner can Teach Us," J. Rubin reported the following seven characteristics exhibited by her good language learners: (1) a willing and accurate guesser, (2) a strong drive to communicate, (3) uninhibited and willing to appear foolish, (4) attends to form, (5) takes advantage of all opportunities to practice, (6) monitors own speech and speech of others, (7) attends to meaning, not just to surface structure. She noted, also, that learning strategies varied with the task. In "What Can We Learn from the Good Language Learner" H.H. Stern outlined ten characteristics, many quite similar to those identified by Rubin. These became part of the Toronto/OISE study (N. Naiman, M. Frolich, H.H. Stern, and A. Todesco, 1978). Two other important reports on learning strategies are available from their authors: *A Review of the Literature on Learning Strategies in the Acquisition of English as a Second Language* (J.M. O'Malley, R.P. Russo, A.U. Chamot, 1983) and *The Second Language Learning Strategy Taxonomy* (R. Oxford-Carpenter, 1985).

7. A focus on the intellectual involvement of learners in the learning process and in content.

Increased attention to various kinds of 'intellectual' involvement of learners in the learning process has emerged strongly and steadily over the past two decades. One of these was discussed in the preceding segment, that is, learning styles used by learners, as they reflect both intellectual functioning and personality type. Most learners are largely unaware of the characteristics of their approaches to language learning unless made so by their teachers. Instruments such as the *Myers-Briggs Type Indicator* (psychological types) (1963, 1975) which have been introduced into some programs (M. Ehrman, 1986) apprise learners (and their teachers) of preferences in areas such as: introversion, extroversion, sensing, intuition, etc.

Another kind of intellectual involvement of (now historical) interest to ESL/EFL teachers is the cognitive-code learning theory which rose as a possible alternative to behavioralist learning theory in the late 1960's and early 1970's. J.B. Carroll (1966, described it as a modified up-to-date grammar-translation theory in which language learning was viewed as "... a process of acquiring conscious control of the phonological, grammatical, and lexical patterns of a second language, largely through study and analysis of these patterns as a body of knowledge." Although no clear methodological format was forthcoming, useful applications were made in English for Science and Technology.

A third kind of intellectual involvement which has developed, however, especially in classes for teen and adult learners, is increased attention to involving learners in 'intellectualizing' about their language work in order to help them gain insights into *what* they are doing (the

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process), how they are doing it (the procedures), and why (the outcomes and the values which accrue to them). This was a particular thrust of the work done in materials development in the 1970's at the University of Michigan and many other places (M. Lawrence, 1972, 1975; J. Mexiey, 1972, 1979; M. Baudoin, E. Bober, M. Clarke, B. Dobson, and S. Silberstein, 1977.)

Finally, the fourth and most critical intellectual involvement which has been developing very rapidly, is language learning through content; that is, that the learner's intellect ought not be narrowly engaged with 'just' language but more broadly engaged with the content as it 'uses' the language. Widdowson and Brumfit (1981) observed that: "True communicative teaching may depend on our stressing language as a means to acquire knowledge, rather than as an end in itself." and "If the teaching of a subject were to be carried on through the medium of the foreign language, many problems associated with communication would disappear." (For further discussion of this topic, see section 9.)

8. A focus on socio-cultural and affective dimensions of language learning and the humanistic classroom.

A focus on language/ society/ culture has been an integral part of the second and foreign language teaching field for a long, long time. Historically, perspectives on the questions of the cultural what and how have ranged across a spectrum of topics as varied as: nonverbal features of communication (E. Hall, 1959, 1966), attitudes, acculturation, anomie (R. C. Gardner and W. Lambert, 1972), attitudes and success (J. Oller, A. Hudson, and P. Liu, 1977), acculturation and social distance (J. Schumann, 1976), culture shock and the traumas of learners (C. Bateson, 1972; M. Clarié, 1976), empathy and second language learning (A. Guiora, R.C. Brannon and C.Y. Dull), etc. Recent papers in J. Valdes (1986) explore "... the difference between interacting with another culture and entering it ..." and "... understanding a new culture without embracing it."

In the field of sociolinguistics, the specialization that deals with relationships between social and linguistic behavior, there has been marked expansion in a number of areas. Studies of the roles and rules in conversational interactions (H.P. Grice, 1971; E. Schegloff, 1972; H. Sacks Schegloff, and G. Jefferson, 1974) have provided information about interactional expectations between two native speakers. Second language acquisition (SLA) research (M. Long, 1983; S. Cass and E. Varonis, 1985) has provided information about N-NN (native-nonnative) and NN-NN speaker exchanges, meaning negotiation, and acquisition. The first distinctive TESOL program on sociolinguistic concerns was the Colloquium on Sociolinguistics and TESOL, at TESOL '80 (San Francisco). This and subsequent colloquia have provided a forum for discussion of important sociolinguistic issues in second language (N. Wolfson and E. Judd, 1983).

Moving into the arena of 'affect', two of the shared characteristics of the 'humanistic approaches' to language learning which developed in the 1970's are: (1) placing much of the responsibility for learning on the learner not the teacher, and (2) making students more receptive by providing a non-threatening environment in which they are not on the defensive. Reflecting the influence of humanistic psychologists C. Rogers (1951, 1969), A.H. Maslow (1970), and others, the theoretical view of these

approaches is, according to Richards' and Rodgers' term, an interactional view. Language is seen as a vehicle for the realization of interpersonal relations and for the performance of social transactions. P. Stevens referred to these approaches as representations of the mystique-dominated paradigm in language learning and teaching (1985).

E. Stevick (1973, 1980) introduced many in our field to the concepts in the humanistic approaches and particularly in his book *A Way and Ways* in which he brought to our attention Counseling-Learning (C. A. Curran, 1972), Silent Way (C. Cattegno, 1972) and Suggestopedia (G. Lozanov, 1979).

In recent years there also has been a keen interest in the affective dimension of languages learning quite apart from the humanistic approaches. In the last ten years in particular, there has been a number of treatments of theoretical issues (D. Brown, 1973; J. Schumann, 1975; G. Tucker, E. Hamayan, and F. H. Genesee, 1976; T. Scovel, 1978) and suggestions for classroom procedures (G. Moskowitz, 1978).

Finally, it is important to underscore that affect is not a recent discovery in language education. Sensitive ESL/EFL teachers have long been aware of and concerned with this component and its impact on language learning/teaching. See, for example, "ESL Theory and the Fries Legacy" (J. Morley, B.J. Robinett, L. Selinker, D. Woods, 1984).

9. A focus on the special language needs of particular groups of language learners.

This is a strong feature by which the field of second language learning and teaching today can be characterized; it comes in many forms and is found worldwide. The focus that first comes to mind is probably ESP (English for Specific Purposes). Although usually viewed as a development of the 1960's, H. Widdowson, (1983), has pointed out that as early as 1921 H.E. Palmer expressed the view that: "We cannot design a language course until we know something about the students for whom the course is intended, for a programme of study depends on the aim or aims of the students." This statement captures the essence of the thought behind special versus general coursework and coursebooks. But decisions of what is special and what is general—and what needs, uses, purposes—depend upon the development of clear rationale and specific criteria for selection—of language, of methodology, of uses and usages. These latter considerations, indeed, demand carefully reasoned choices. (H. Widdowson, 1983; J.M. Swales, 1985).

The first wave of ESL was primarily EST (English for Science and Technology) and, as noted by J.M. Swales in a recent ESP state-of-the-art paper, (1984) the event that signalled the beginning of this speciality was the work of C. Barber (1962). ESP work, from early on, also included English for professional and academic uses. Extensive development in all these areas has continued and intensified in recent years. In the United States EAP has been of particular concern with increasing enrollments of international students in graduate and undergraduate programs. Many of the old generalist intensive courses have been called upon to deal, instead, with the special language problems of regularly enrolled students in a variety of ESP areas. In addition, particular attention has been directed to the problems of international teaching assistants (TA's). (K. Bailey, F. Pialorsi, J. Zukowski/Faust, 1984; J. Ard, J. Swales, 1988).

A second wave of ESP has been one focused

on special language needs in the workplace and in occupational and vocational training programs in business and industry. The Council of Europe project for adult LSP has developed programs and functional-notional materials for 44 occupational categories (J.L.M. Trim, 1978). Extensive government and/or private foundation programs in England, Canada, Australia, and the United States have developed both VESL and Survival English programs and materials, particularly for adult refugees and migrants (T. Jupp and S. Hodin, 1984, 1987; J. Crandall and A. G. Grognet, 1986; A. G. Grognet and J. Crandall, 1982; K.L. Savage and J. Dresner, 1986).

In the last several years a clear focus has centered on content-based English instruction, both for elementary/secondary school-age students and for adults. As clarified by B. Mohan, "... instead of teaching language in isolation from the subject matter, teachers should aim to integrate language development with content learning ...", and to see language not merely as a means of communication but as a medium of learning. He cautions, however, that there must be systematic planning for language learning, that language is not to be dealt with randomly (Mohan, 1979, 1986). H. A. Curtain has noted that, "Integration of language and subject content has successfully been accomplished in immersion programs and has emerged as a feature of sheltered-English programs for limited-English-proficient (LEP) students" (Curtain, 1986; M. Swain, 1984; D. Holt and F. Tenipes, 1982).

10. A focus on the creative use of technology in second language learning and teaching.

The use of technology has long been a feature of English language teaching around the world—sometimes more and sometimes less creative. The very word conjures up a host of visions of audio, video, film and computer materials; broadcast language laboratories, self-access self-study audio and video learning centers, giant-view TV viewing rooms and computer banks.

Ranging farther afield, technology allows reaching out to ESL/EFL learners everywhere through special English-teaching radio and television programs (BBC, 1975; ELTB, 1987).

But caution, it is as true today as it was in the earliest days of language laboratories, that the prior concern is *not* with the equipment which modern technology can provide, but with the educational principles which underlie the development and use of instructional materials and the nature of the contribution technology can make to the total language learner experience. (Morley, 1985, 1985) There are many questions to be asked and many decisions to be made.

How can technology be employed to involve learners in purposeful instructional activities in which they are active/interactive participants? J. Cummins (1986) in a paper on computer use in ESL/EFL made some important observations, which, although focused on computer use, give us some considerations which can be explored relative to other technology. He discussed computer use vis-a-vis two pedagogical models. (1) the *transmission model*, based largely on behaviorist psychology, sees the computer as a 'tutor' which can assume the role of the teacher in transmitting information, knowledge, or skills which are programmed so that the student plays a *passive* role, simply receiving the knowledge; (2) the *interactional model* sees the computer as a tool which students use in the *active* pursuit of a goal they wish to achieve, that the student is "...

generating knowledge rather than receiving it and the computer can provide guidance, facilitation and support to help students achieve their goals."

11. A focus on teachers as managers of language-learning experiences, not as drill-leaders and presenters of material.

The ten features discussed in the preceding segments have focused on but a portion of what comes under the rubric second language learning and teaching. Clearly, ESL/EFL teaching today requires teachers who are equipped to deal with a variety of facets of language education.

Preparation for the role of teacher/manager of language-learning experiences is a lifelong matter of continuing education. For many in the profession it may have begun with a formal degree program and continued with on-the-job experience; for others, the reverse may be the case. But for all of us, each professional year is filled with continuing education: (1) through our teaching and our research, (2) through study of professional publications, including over 80 issues of the *TESOL Quarterly* and over 100 *TESOL Newsletters*, (3) through participation in organizational conventions and conferences, large and small, including the annual TESOL convention which P. Stevens, IATEFL Chairman, has called, "... the greatest professional event for teachers of ESL/EFL that occurs anywhere in the world ...," (4) through organizational summer institutes such as those facilitated by TESOL and by TESL Canada, (5) through hundreds of colloquia, workshops, conferences and lectures sponsored either individually or jointly by colleges and universities, government agencies at many levels, private foundations and professional associations.

Two special anthologies on the preparation of second/foreign language teachers are rich resources of information on issues and answers in the field: *Applied Linguistics and the Preparation of Second Language Teachers: Toward a Rationale* (J.E. Alatis, H.H. Stern, and P. Stevens, 1983) and *Bilingual, ESOL and Foreign Language Teacher Preparation: Models, Practices, Issues* (J.F. Fanselow and R.L. Light, 1977). The former is a collection of 37 papers by world-renowned experts who came together for the 34th Georgetown University Round Table on Languages and Linguistics. The latter is a unique volume of 26 presentations by specialists in bilingual, ESOL and foreign language teacher preparation. A third special collection with over 100 articles from *TESOL Newsletters* includes a significant number of papers on professional preparation: *Selected Articles from the TESOL Newsletter: 1966-1983* (J. Haskell, 1986). In addition, dozens of convention papers contained in the eleven volumes of *On TESOL* (1974-1984) and in the convention theme volumes inaugurated with *TESOL '85*, focus on important aspects of ESL/EFL teacher education.

Some of the current directions in L2 teacher education and research include attention to the following, from among a variety of vital topics: (1) changing patterns in language assessment, (2) certification and competency-based evaluation, (3) the teacher's involvement in classroom research, (4) the socio-political context of ESL/EFL and the teacher's roles and responsibilities in public-planning and policy-making, (5) new instructional perspectives on the learning/teaching of literacy skills, (6) new directions of focus in the learning/teaching of oracy skills, (7) explicit roles for self-study instruction and out-of-the classroom learning experiences, (8)

professional standards for programs and teacher preparation programs.

A Final Note

TESOL, the organization: With the twenty-first annual convention, TESOL '87 (Miami-Beach), TESOL, the organization, celebrates 'coming of age'. TESOL, the profession: R. Bowers, Director, British Council English Language Services, in a plenary address at TESOL '86 (Anaheim), observed that in the last twenty years, "... we have built ourselves a profession ..."

In 'coming of age' and in 'building ourselves a profession,' the single most powerful force set in motion by our current theoretical and pedagogical directions is the quest for quality and standards of excellence in teaching, in research, and in teacher education. Even a brief synopsis of the state-of-the-art reveals the extraordinary complexity of second/foreign language teaching.

The profession we have built is a demanding one. It has a full inventory of diverse components, some of which I have tried to put into focus in this presentation. Teaching English as a Second or Foreign Language or Standard English as a Second Dialect offers the challenge of a multi-dimensional career and the reward of a many-splendored lifetime experience.

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Research in TESOL: Romance, Precision, and Reality

by Stephen J. Gaies
University of Northern Iowa

Few issues have figured as prominently and constantly in our professional debates in TESOL as the state of the art of theory and research in our field and their relationship to what does and might take place in our classrooms. Why has this been so? Why should it continue to be so? What have we learned about our work as English language teaching professionals and about the interplay of research and practice? What role is there for research in shaping our professional self-image and our agenda in the years ahead?

In this, TESOL's 20th anniversary year, we might begin by considering the role which theory and research play in the development of a professional field. This is an important place to start, for despite whatever else we have attempted to do as members of TESOL, the single most visible goal we have worked for has been the attainment of professional status. Much can be made about the remarkable growth of TESOL as an organization during the past two decades; but a profession is not created by the sheer force of numbers, or by the quantity of its activity, or by the number of people served. Nor is it created by fiat; a profession does not exist simply because those working in a particular area wish to be perceived as professionals. Rather, professional status is earned. As Harold B. Allen (1982), TESOL's first president, has pointed out, this status is earned in many ways: through the accumulation of a body of knowledge about the activities in which a group engages, through academic qualification, through the development of principles governing an organization's activities and those of its individual members, and through involvement and commitment of its members in the service of its clientele. Professional status is achieved and maintained by the development of intellectual and moral authority: special expertise in an area and a concern with how our beliefs and actions affect those whom we serve and the world at large.

Progress in a profession depends on the constant interaction of romance and precision, each stage serving as the basis for the other in a highly cyclical fashion.

The accumulation of specialized knowledge and expertise is for this reason a necessary step in the development by a group of professional status. It is one of the most visible signs to those outside a field of the emergence of a profession. It is by such evidence as the development of respectable professional journals and other publications, the regular gathering of members of a field at conferences and conventions, and the dissemination of specialized information to the public at large that a group announces that it is serious about itself and its work and that its members have achieved the level of commitment and service to deserve the name professionals.

There is, then, a fundamentally pragmatic rationale for emphasizing theory and research. For better or worse, the appearance of commitment to these things is from some points of view as important, in terms of how we are perceived from outside, as the actual substance of theory and research may be to the work which we do. And this is one reason—although there are others—which explains the tendency of many professional journals and

other publications to become, by conscious design or not, more scholarly and research-oriented in nature: It is a widely accepted path to achieving prominence and respectability among one's own membership and in academic circles elsewhere.

Of course, an exclusively pragmatic view of the value of theory and research is both cynical and unfair. And there are other reasons for our preoccupation with developing theoretical perspectives on second language learning and conducting applied linguistic research. To put it as simply as possible, we want our work to involve something more than random activity. We want to do more than to teach ritualistically, using methods whose primary recommendation is that they have been used before. And we want our efforts at improvement to involve something more than blind trial-and-error.

Views such as these have been nicely summarized by Kanter (1983) in her discussion of the role of theory and research in corporate organizations. Kanter describes the dangers of trying to implement innovations without adequate theory and research as the Roast Pig Problem. This label derives from Charles Lamb's (1822/1903) satirical account to how the art of roasting was discovered in a village that did not cook its food.

The story goes like this:

A mischievous child, who had been left by his father to watch their house, accidentally set fire to the house. The house and everything inside it—including a litter of pigs—burned completely. The father's rage at finding the house burned down was softened considerably when his son revealed to him that the burned pigs tasted remarkably good. Despite their efforts to withhold this secret from the rest of the village, the villagers became suspicious when the family in question suffered an unending series of housefires and each time rebuilt their house less and less carefully. Once the secret got out, housefires became common daily events throughout the village.

The moral of the story, of course, is that if you don't understand how meat gets cooked, you have to burn down a whole house every time you want a roast-pork dinner. In the realm of educational research, we need theory to tell us why the things we and our learners do in the classroom appear to work, or not to work. And we need research to help us define precisely the boundaries of any innovation or practice. We need to know what, "out of all the events and elements making up an innovation, is the core that needs to be preserved? What is the essence of the innovation?" (Kanter, 1983, p. 301). What factors will affect the innovation adversely, and what factors are irrelevant? In short, the importance of research in achieving a level of precision in our work in and for classroom teaching is that it can save us from having to rebuild so many houses—or, in terms more familiar to us, from having to subject our learners and ourselves to practices we do not understand as well as we might.

The terms "romance" and "precision" in the title of this paper come from Whitehead's (1957) description of basic stages of learning. According to Whitehead, intellectual progress

typically involves a stage of enthusiasm or "romance," which necessarily precedes a more precise understanding of the phenomenon in question. This stage of romance contains elements of novelty, excitement, and ferment, and we perceive "unexplored connexions with possibilities half disclosed by glimpses and half concealed by the wealth of material" (p. 17). This stage must eventually be followed by efforts to achieve a more precise understanding of the phenomenon, which is achieved by careful and systematic inquiry and analysis, which in turn will lead to a third and final stage, namely, the level of generalization, in which we derive essential axioms about the subject in question.

As Galloway (1987) has recently argued, this account of how learning takes place can apply also to the way in which a profession develops specialized knowledge and understanding—the way in which theoretical concepts emerge and are then subjected to scrutiny. As Galloway points out, progress in a profession depends on the constant interaction of romance and precision, each stage serving as the basis for the other in a highly cyclical fashion. Both are necessary: "Precision without romance is barren and inert" (p. 25), and enthusiasm for new perspectives and possibilities by itself, without any attempt at systematic examination, is both wasteful and futile.

This is a rationale for research which has been widely promoted in our field, and it has been generally understood and accepted. I think that many recent overviews of research in foreign and second language education misrepresent the case by suggesting, for example, that for many (presumably language teachers among them), the very word *research* "evoke[s] a multitude of images . . . which range from that of the crazed scientist hovering over vials and vats of foul-smelling liquids to that of the bespectacled scholar poring over dusty tomes in a corner of a library that no one has visited for years" (Lett, 1983, p. 9).

Our field has traditionally accepted the view that research, to flourish, must be allowed its scenic detours and wild goose chases.

Furthermore, while there may be some in the general public who condemn educational research in general as inefficient and wasteful, our field has traditionally accepted the view that research, to flourish, must be allowed its scenic detours and wild goose chases, that these are as much a part of the stage of romance as are the insights that come from exploring theory and research in fields other than our own. We have always cultivated an interdisciplinary approach to the investigation of classroom language teaching, and a look through conference and convention programs of years past will reveal evidence of many areas of inquiry that had their moment of prominence. In short, we have understood that while we don't want to burn our houses down forever to get roast pork, sometimes the only way to make headway is at the cost of a house or two.

Not only is this understood and accepted more widely than is sometimes acknowledged; in addition, there is a fairly general understand-

Continued on next page

Romance of Research

Continued from page 21

ing that research is not to be valued *only* if it leads to something as tangible as a new method or set of procedures. There is, I would suggest, more widespread appreciation now than there was, say, 10 years ago, that we have too often expected the wrong things from research in language teaching and learning. In the past, it was assumed more often that systematic exploration would reduce uncertainty, that an accumulating body of knowledge would simplify what had previously been bewildering in its complexity. What we have learned instead is that teaching and learning English are far more complex than we had imagined.

Over and over, we have discovered there are no easy solutions to English language teaching.

What two decades of inquiry confirms is that what we should expect to find is not answers, but rather options, alternatives, and possibilities.

Our knowledge is worthwhile, not so much for its potential to prescribe solutions, as for its potential to provide insight. We have seen again and again that yesterday's bandwagon is today's object of criticism and ridicule, that reductionist views of teaching and learning are dead ends. What works for some learners is ineffective for others. What some teachers feel comfortable doing in their classrooms may be incompatible with the teaching preferences of others. Materials and activities to which one group of learners respond favorably may be quite unsuccessful with another group of learners. The question from which we expect answers from research is not, Does it work, but rather, For whom, In what circumstances, At what cost, and With what consequences.

In short, classroom language teaching and learning are highly variable phenomena. There can be, in the language classroom, too much of a good thing: No approach or method or technique, whatever it has to offer, will be uniformly successful for all learners, all teachers, in all settings, for all purposes, at all times. This is true of every currently popular issue one can think of: computer-assisted language learning, in all of its various manifestations; the process approach to writing; fluency-based language development activities; the various techniques which are being explored to teach English prosody; group and pair work; and a host of others. What two decades of inquiry confirms is what we might have expected to find all along: namely, that what we should expect to find is not answers, but rather options, alternatives, and possibilities.

In a very real way, the interplay of romance and precision in the research enterprise has necessary and productive parallels in the practical work of the materials writer, the syllabus designer, the program administrator, and most of all the classroom teacher. In the work of all of these, the task is to transform into reality, as effectively as possible, such abstract and multidimensional concepts as eclecticism, ecumenicism, appropriate methodology, and flexibility. And the transformation must be done so that a level of effective precision is achieved for the teaching and learning context in question.

One important implication of this is that it establishes unambiguously the importance of the teacher in the classroom. There is much that learners can do for themselves and much that a

good curriculum and well-conceived materials can contribute. But however many decisions are specified in advance about what should take place in the classroom, it is teachers who must orchestrate, coordinate, adapt, alter, and substitute; who must reconcile the need for structure with the need for open-endedness of classroom lessons; who must anticipate on the basis of their experience what may happen and to evaluate the match between intentions and outcomes. As Clarke (1984) has argued, every technique is in a sense recreated each time it is used; techniques are not simply things we have, but things we reinvent to reflect our experience and judgment.

Teachers get better, not simply through technical improvement—although that certainly counts for a lot—but by understanding better what goes on in their classrooms, in making better choices from among the various options with which they are familiar, and in exploring new options.

However, this in no way suggests that teachers are justified in doing only those things whose value has been confirmed by research. Theory building and research do not by themselves determine practice; very often—there is abundant evidence for this—research interests arise from issues in classroom teaching and learning. Thus, I must take strong exception to a recent claim by Stevens (1986) that a common attitude among "American ESL theorists" (p. 19) is that teachers cannot know what to do in class unless and until they know what has been validated by research. The one-way, nonreciprocal relationship between research and practice which Stevens attributes to ESL in the United States is implausible, if not altogether logically impossible, anywhere; more to the point, however, it is contrary to the

The history of applied linguistic research has been overwhelmingly one of systematically exploring what practitioners have already been doing.

facts. Research can lead to insights and new perspectives, but the history of applied linguistic research, both in the United States and everywhere else, has been overwhelmingly one of systematically exploring what practitioners have already been doing, with a mixture of success and failure, for a long time.

Evidence for this can also be found in teacher preparation programs. Contrary to Stevens's claim that "in the American tradition, the scholar is taught to seek the one theory which is currently accepted and dominant, and to fend off any seduction from other theories" (p. 19), teacher preparation programs in the United States are, if anything, very *indogmatic*. And I know of no teacher preparation program anywhere in North America in which teachers in training are led to believe that nothing can be done in the classroom with confidence until it has been validated by research.

One reason for this is the fact that understanding of and confidence in the research enterprise are far from complete. First, a great deal of current research—particularly of the quantitative variety—is perceived as, or in fact is, inaccessible to a very large segment of our profession, including many who are responsible for teacher preparation. If anything, the situation may get worse: To judge from a recent survey (Ediger, Lazaraton, & Riggensbach, 1986) of more than 100 ESL professionals—the majority of whom were university professors in some area of applied linguistics—

basic knowledge about research design and statistical analysis is not being offered in pre-service and in-service teacher preparation, and the prospects for the next generation of ESL professionals being more statistically literate are not encouraging. While more than 90 percent of the respondents felt that it was important to be knowledgeable about statistics, more than three quarters of the respondents felt that they did not themselves have adequate preparation to conduct research; 78 percent of those respondents whose own research involved statistical analysis indicated that a primary source of information about statistical analysis was to consult colleagues. Only slightly more than 25 percent of the respondents claimed to be comfortable about giving advice about statistics to others.

The sad irony here is that the trend in applied linguistic research has been toward *more* quantitative analysis and the use of increasingly elaborate research designs and more complex statistical procedures. In the process, research may very well have become increasingly difficult for our field to do well. Without a corresponding increase in the attention which teacher preparation programs give to the issue, the prospect is that research will be, in the future, even more inaccessible to large segments of our profession. In addition, it makes participation in the research enterprise by a larger segment of our field even more unlikely, with the danger that research will be seen in some quarters as even more elitist than it is already.

Another reservation that undermines confidence in research has to do with what might be termed its "cottage industry" character. The research enterprise in our field is largely fueled by individual initiative: individual researchers, or small groups of researchers, conducting small-scale studies which are in general very difficult to compare with one another. With funding from government and other agencies increasingly at risk, for a variety of reasons, the likelihood for resources which might allow for more comprehensive and team-directed efforts is not promising.

Another problem which makes research somewhat unpersuasive may be thought of as the dark side of the romance of research. It is what happens when initial insights and enthusiasm for new lines of inquiry are not sufficiently followed up to produce full and precise understanding of the phenomena in question. Robert Di Donato (1983) has characterized this tendency as the "fashion industry approach" to language teaching, and the label certainly applies to much second language education research. The analogy is an apt one for many reasons, not the least of which is that replication studies are today, as they have always been, in short supply. One obvious reason for this is that the reward system for research is biased according to the somewhat naive notion that to be valuable, research must in some way set itself apart from previous work and meet the standard of originality.

Thus, in all too many cases, the conventional wisdom about a particular research area is based on a handful of small-scale studies—usually conducted, for purposes of convenience and practicality, with subjects and situations which are ready at hand and often very unrepresentative of anything other than themselves. Rather than treating such studies as exploratory or preliminary, there is a tendency, in the absence of any substantial number of equivalent follow-up studies, to give more

credence to findings than they merit. In this regard, I might suggest that it would be interesting to see research using citation analysis (see Swales, 1987) to examine what constitutes, for particular issues in our field, a presumed critical mass of research. I suspect that we will find that in too many cases, the assumptions which guide our thinking are based on a fairly thin tissue of evidence.

We should turn to another issue—from many points of view, the most important of all. At the beginning of this article, mention was made of the development of theory and the research enterprise as necessary steps by which an emerging field attains respectability. Clearly, this is necessary, but not sufficient, for professionalism. As TESOL enters its nominal adulthood this year—the theme for the TESOL Convention in Miami Beach is, appropriately, “Coming of Age”—I would hope that the romance of research in TESOL will continue to be nurtured, not only as a prelude to a more precise understanding of the technical aspects of language teaching, but as a means of understanding our work in relation to the larger social context in which our learners and we live. We must nurture the kind of work which has gone on throughout the past 20 years, and which seems to be gaining in momentum, which leads us to explore the larger consequences of English language teaching.

Research does more than simply portray reality: Research is capable of creating reality.

What I wish to suggest is that research, by virtue of what is explored and how it is explored, does more than simply portray reality: Research is capable of creating reality, or perhaps better, creating images by which we define our professional responsibilities. A danger in focusing too exclusively on the hows and what of classroom ESL teaching is that it may prevent us from considering fully the larger consequences of what takes place in our classrooms.

That our work is intimately linked to important social consequences is a truism. The language policies which we implement in our classrooms shape the lives of our students and the character of the places in which we live.

Neither as individuals nor as a profession can we nurture the illusion that our work takes place in splendid isolation from the social context. We are not just teaching English. Every lesson we teach is an object lesson in socialization, promoting one degree or another of conformity, inviting or not inviting learners to create a particular identity for themselves. There is perhaps no better example of this than all of the research which has explored the extent to which language is best taught as communication. Whether such fluency-based, student-directed activities as, say, group work are pedagogically effective is an interesting and researchable question. What is equally important to consider is that whatever their effectiveness for language learning, such activities specify a radically different set of rules for classroom behavior than those which underlie more conventional teacher-dominated lectures and teacher-led drill. It is for this reason that the innovative and nontraditional character of many English language classrooms often gives them, as Bowers (1986) has argued, the character of activist cells in many educational

institutions. It is precisely because such innovations invite learners to view education as participatory, precisely because they suggest that knowledge is to be found not only in authorities, but in individuals themselves classrooms in many places are often regaled with dismay and suspicion.

But this is only one aspect of what has been called the hidden curriculum that binds our work inextricably to social consequences. Another is the system of values and the attitudes which our learners acquire about English and about themselves as English users. Secondary school learners working with EFL materials that present English as a static system and which portray users of English as living lives immeasurably different from those of the learners may prevent those learners from seeing themselves as potential users of English. Curricula for adult immigrants and refugees which focus exclusively on the kinds of language functions and skills associated with low-prestige, semi-skilled or unskilled work transmit an implicit statement about the role which these learners are expected to play in their new community (Auerbach & Burgess, 1985). The nature and quality of interaction among staff members in a bilingual program, or between regular classroom teachers and ESL specialists, may communicate far more to students about the value of the second language than all of the hours devoted to it or to official pronouncements on the importance of bilingualism (see, e.g., Cleghorn & Genesee, 1984; Pentfield, 1987).

Here in the United States, the issue of ESL itself has never been a simple one of defending the right of linguistic minorities' access to English. There have been instead many large questions to answer. How do we represent most effectively both our learners and the educational systems of which we are a part? Under what circumstances, and in what forms, should bilingual education be promoted? Does resistance to a particular form of bilingual education infringe on the right of minorities to cultural and linguistic identity? To what extent do our efforts to promote the teaching of English make us agents of a process of assimilation? At the same time that we wish to insure access to English, do we unwittingly work against the interests of cultural pluralism and diversity?

In non-English-speaking countries, where English is learned as a foreign or auxiliary language or as a language of wider communication in the fields of science, technology, and trade, the issues, though somewhat different in form, are equally far-reaching. Around the world, English language instruction can be the key which opens the door to social and economic opportunity, or it can be a means by which to perpetuate the social and political status quo, or even to aggravate the gap between the haves and the have-nots, between the privileged and the disadvantaged, between urban and rural dwellers (see Judd, 1984).

These are large questions that ELT professionals and their organizations must consider, for they invite us to go beyond research as a source of information and to consider to what ends we wish to exercise professional and moral authority.

We need to encourage, even more strongly than in the past, research which will address these issues rigorously and to find ways to disseminate findings more effectively within our profession and to the public at large. A critical step will be to promote actively the

value, in creating a professional agenda for ourselves and in creating an image of our work to those outside our organization, of a variety of approaches to research and scholarship. We must go beyond lip service to the value of ethnographic, survey, questionnaire, and demographic research which are, I am afraid, seen all too often as mere handmaidens to experimental research. This will not be easy, but it will certainly be valuable, for the lifeblood of our profession is debate, not just about teaching, but about English language instruction in general.

Neither as individuals nor as a profession can we nurture the illusion that our work takes place in splendid isolation from the social context.

We work in an always demanding and often rewarding field. We have worked hard to establish a professional identity for ourselves by promoting scholarship and research as cornerstones of our work. In looking to the years ahead, we must understand that what we have earned in professional status, we must continue to earn. We must continue to value research as a means to improve what takes place in the classroom, and we must continue to explore the limits of such research. We must promote increasingly demanding standards for our research efforts and more general understanding of those standards. And finally, we must insure that research in TESOL is allowed and encouraged to take the variety of forms necessary to insure that we explore the full reality in which we work and live. In short, those things which we have attempted to do to become professionals are now, in 1987, in TESOL's 21st anniversary year, promises which we must keep.

Note: This is a revised version of a plenary address to the 6th Midwest Regional TESOL Conference, Ann Arbor, MI, November 6-8, 1986.

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It Works and Works and Works!

by Nita Landis and Cathy Day
Eastern Michigan University

During my years as editor of this column, I have faced the continual "problem" of receiving more good articles than the TN has had room to print. The greater length of this anniversary issue column allows me the pleasure of presenting, in capsule form, many of the good classroom suggestions not printed previously and to recognize some of the many contributors who write to us. Some of the ideas are "oldies but goodies," some are "oldies" with a twist; all are ideas that may work for you as they have the authors. (Since some of these ideas were received some time ago, the addresses of the authors may not be current, but, as you can see, contributions come from around the world.) C.D.

CONVERSATION TECHNIQUES

Nelly Velez
Blanca Malaret School
Sabana Grande, Puerto Rico

One way to get students talking to each other involves giving each student half of a cut-out figure (square, circle, etc.) which contains half of a proverb such as "he who laughs last laughs best." Students search for the person with the missing half of their figure. When they find each other they sit together and ask questions so that they can later introduce each other to the rest of the class.

Ron Cline
Osaka Prefectural University
Osaka, Japan

Line Up is a game for oral classes. Students use various questions to form lines. Students are divided into teams of 5-8 members and then compete to see which team can form its line the fastest. Lines are formed by the students asking each other questions such as "How tall are you?" and then arranging themselves from tallest to shortest. Lines can be formed according to the biggest family, latest to bed, oldest shoes, most TV watching, longest bath, etc. Points are awarded to each team according to the place they finish in for each question. The team with the most points at the end is the winner.

Carol Montgomery
Shanghai University
Peoples Republic of China

Structured ESL student-native speaker conversations can help students develop S/L skills and provide the teacher with a way to test communicative competence. During a 10-week quarter, students are required to tape four 10-minute conversations, each with a different native speaker of English. Each conversation is devoted to a task such as asking for useful information, relating a significant life experience, sharing future plans and goals, and comparing the student's native country and the U.S., focusing on a single aspect of culture. Students are given guidelines to follow as well as a note to give to the native-speaking partner. Important elements of conversation are addressed throughout the course. Students are evaluated on a one-to-five scale in fluency, listening comprehension, clarity, grammar, vocabulary, and information transfer.

ON PRONUNCIATION

Beth S.K. Morris
Baruch College, CUNY
New York, NY, USA

Some language learners who have been exposed to segmental, sound-by-sound approaches to learning speech have little awareness of intonation patterns. Give them a prepared script containing a sequence of familiar greetings and exchanges and play a recording of the

conversation. Then play a recording of the conversation with the words taken out. Only the melodic patterns of the speakers' voices remain. Ask the learners to follow the conversation solely through the intonation patterns they hear. Follow this with a discussion of the types of utterances indicated by the patterns of intonation. Present the intonation patterns visually as well as auditorily. If students have particular difficulty in reproducing these intonation contours, have them "conduct" themselves, using hands or pencils as they intone the various utterances.

Nicki S. Giroux de Navarro
University of Arizona
Tucson, Arizona, USA

Student-delivered dictations can be used to help improve pronunciation. Each student writes three sentences about a topic agreed on by the class. The teacher then listens to each student read the sentences, coaching pronunciation when necessary. Homework is to practice the script. In the next class, the student reads the dictation to the class, reading each sentence twice and then the entire dictation straight through. In the next class, distribute copies of the script and have students compare what they wrote with what was actually said. During discussion of problem sounds, the student who delivered the dictation becomes aware of what pronunciation problems he needs to work on.

Leonard Lundmark
Wakayama University
Wakayama, Japan

The high incidence of /r/ and /l/ in Carolyn Graham's *Jazz Chants* and *Jazz Chants for Children* make these books ideal to use when helping a student practice those sounds in context. The first step is to have students listen to the tape with their eyes closed. Next clap or tap out the rhythm as the chant is played again. Still with their eyes closed, have the students whisper the chant, and then, do the chant with something approaching natural volume. A variation of this is to use the chants as a 'strip story' technique, having students put the 'stripped' chants back together.

ON WRITING

Richard H. Anderson
Hartnell College
Salinas, California, USA

This technique is aimed at improvement of aural/oral and writing skills and can be adapted to all levels. Choose an article from a newspaper or magazine which is short, informative, and on the light humorous side. (An interesting but structurally complex article can be rewritten by the instructor.) Explain unfamiliar words and then read the article aloud twice. Students may take short notes during the second reading. Next ask students to propose wh- questions about the article. Write these on the board, leaving blanks where the student produced grammatical errors. Guide the students in producing grammatically correct forms for the blank spaces and then

have students answer the questions. Next, read the article one more time and then ask several students to recount the content. After this, students pair off and tell each other their versions of the article. Related topics may then be introduced for class discussion. Finally, students write an original account of the article in paragraph form.

Gene Van Troyer
Portland Community College
Portland, Oregon, USA

This variation on the personal information interview is designed with a multi-level classroom in mind. Select a student and ask him a question concerning his life (Why did you leave your country? What did you do this weekend? etc.). Write the answer on the board; it constitutes a topic sentence and all subsequent information from the student relates to it. Have other students ask the interviewee questions related to his answer to the first question (who, what, where, why, when, how, is, does, etc.). Write the answers on the board exactly as given. The process results in a paragraph of any length the instructor desires. Work in smoothing out the grammar and combining sentences as a class. A follow-up activity can be copying the passages and using them the next day in scrambled sentences or dictation.

Michael K. Buckley
Creighton University
Omaha, Nebraska, USA

To get an initial evaluation of students in a writing class, read a short story. Choose a story you think none of the students will know and read it as many times as the students want. When the students understand the story and vocabulary, give them 15 minutes to write the story as they remember it. Review their writing after class. Use only short stories so that memory does not play too important a part in the procedure.

Karen Barnett
Jefferson Parish Public Schools
Metairie, Louisiana, USA

After introducing the concept of the paragraph, have the class brainstorm ideas to be used for writing interesting paragraphs. Choose a topic that is of interest to you, stressing that people write best about what interests them. Then write a paragraph on the board, going through the mental process of composing out loud. After providing several examples of the process, ask students to choose topics that appeal to them and write a paragraph. Ask the student to rewrite the paragraph as many times as needed. It is in the revision process that mechanics and structure are internalized by the student.

Yvonne A. Anderson
Montreal, Quebec, Canada

The newspaper can be a valuable resource, particularly in areas where ESL/EFL materials are not readily available. One possible activity involves using the Letters to the Editor section.

Discuss the purpose of this type of letter and then distribute clippings. Students may work in pairs or small groups to discuss their clippings. Next they choose occurrences in the local community, campus or school and write their own letter to the editor.

Jacqueline Thomas
Texas A & I University
Kingsville, Texas, USA

Give each student a piece of paper divided into a 4 by 4 square. Each square contains a partial sentence such as "uses Colgate" or "has been to Disney World." Students must find someone in the room who fits the description and then write that person's initials in the square. The same person's initials may not be used two consecutive times. The idea is to fill all the squares in a particular row to create a "bingo." The game may be extended until the whole paper is filled. A possible follow-up activity is having students use their bingo sheet information to write a class profile.

Ann Marie Evans
Corpus Christi Independent District School
Corpus Christi, Texas, USA

To provide practice in writing instructions, take some peanut butter, jelly, bread and a knife to class. Place the materials before the students and ask how to make a peanut butter and jelly sandwich. Write their instructions on the board and then attempt to follow them. Do only what the students have instructed; they will quickly see what they have forgotten and begin to revise their instructions. When revisions are complete, have students make sandwiches and eat them.

Donald W. Bradley and Ellen Bradley
Western Illinois University
Macomb, Illinois, USA

Teaching the skills of paraphrase and synthesis will help to eliminate the possibility of plagiarism. Combining sentences, changing word order, and the use of synonyms are three specific ways to paraphrase. Students practice these skills beginning with controlled exercises at the sentence level and progressing to the paraphrase of whole articles. After paraphrasing has been practiced extensively, the skill of synthesis is introduced. Present students with two articles. After reading both articles, students work on identifying the general topic of each article, finding the ideas common to both, and finding synonyms or words with related meanings. Students then write a summary including the major points from both articles. When they finish writing, students are asked to label their sentences "A" if the information is from the first article, "B" if the information is from the second article and "AB" if the information is from both. This allows students to see clearly where the information came from and is also a beginning lesson in documentation.

ON LISTENING

Joe Greenholtz
Baikai Junior College
Osaka, Japan

If you have beginning students who believe they cannot handle authentic listening materials at normal conversational speed, try this. First, prepare the students for the words and expressions they will hear, through class discussion and small group work. Plan these activities so that the students begin to concentrate on one specific aspect of the material they will listen to. When students are ready to listen, divide them into small groups. Turn the tape player over to one

of the students and explain to the other students that they may ask this student to replay the tape as many times as needed. Then bring the class back together to compare findings.

Catherine Duppenhaler
Baikai Women's College
Nara, Japan

If you have access to a language lab, try having your students, "leave a message" on their cassettes for other students to listen to. Write the name of each student on a piece of paper and have each student draw another student's name. Each student then writes his name and booth number on the paper and returns it to the teacher. Introduce the activity by setting up a context in which the student needs to leave a message containing a description of someone the receiver of the message has never seen before. Each student then records a description of the student whose name he drew earlier. After recording is complete, students move from booth to booth, listen to the description, and try to identify the person described in the message. Guesses are recorded on a piece of paper next to the number of the booth the student is in. Possible variations include having message senders give directions and receivers identify the location on a map or having senders describe how they want furniture arranged and receivers follow the instructions on a diagram.

Margaret S. Steffenson
Illinois State University
Normal, Illinois, USA

By using student oral presentations as the material for student summaries, it is possible to provide practice in listening comprehension while improving composing skills as well. Students make 7-10 minute presentations to their classmates on topics of their own choice. At the next class period, each student in the audience is required to hand in a well-written 100-word summary. Because they are note-takers and summarizers many times over, speakers become aware of audience needs and direct attention to good organization, clear delivery and the use of visual aids.

FOCUS ON GRAMMAR

Noel Medina
ICPR Junior College
Mayagüez, Puerto Rico

To combat the lack of interest often found in ESL grammar classrooms, try using the personalized grammar approach. Have students fill out a personal data sheet. Then select facts from the data sheet or from a situation in the classroom that you can apply to the particular grammar point you want to teach. This technique gives students the opportunity to identify themselves with the grammar under study.

Judith Book-Ehrlichman
Passaic County Technical
and Vocational School
Wayne, New Jersey, USA

Lingo, an adaptation of the familiar Bingo, works as a review or reinforcement activity for a particular grammar structure. Boxes on the Lingo cards contain illustrations. Before the game begins, the teacher models a statement or question containing the grammar structure under study for each of the pictures on the Lingo card. When the students are familiar with these, the game is played according to the rules for regular Bingo. The first student to cover 5 squares in

a row wins and must then be checked by calling out a sentence using the appropriate structure for each picture.

Keith Maurice
Florida State University
Tallahassee, Florida, USA

One enjoyable way of teaching comparisons is to have students compete in an elimination tournament of pitching pennies, or any contest appropriate to your students. After providing background information and explaining procedures, get the first two students in front of the class. Ask each of the other students to tell you if student A is better than or not as good as student B at pitching pennies. Tally the response, announce the odds, the favorite and the underdog, and then have the two students actually compete. When announcing the results, use the comparison patterns (is _____ than/is not as _____ as) as much as possible. Repeat these procedures until you complete the tournament.

Raymond H. Knight
Inter-American University
San German, Puerto Rico, USA

A new twist on the interview strategy, called the "Editor's Interview," provides practice in the four skills in a short period of time while focusing on grammar rules and models being emphasized in class. Students work in pairs. Each student takes a turn as interviewer and asks the other student a list of questions and writes the answers *exactly* as he hears them. The interviewers then turn editor and correct any errors in the responses. After this, they change the responses in a manner determined by the teacher, e.g. form affirmative to negative, etc. A time limit may be used to increase difficulty or to increase the communicative reality of the interview.

POTPOURRI

Lynne B. Morton
American School of Kinshasa
Kinshasa, Zaire

An alternative to the teacher verbally correcting the oral production of students with poor grammar habits and/or pronunciation problems is a kind of oral proofreading that involves the use of a bell. After establishing a supportive, non-threatening environment, begin ringing a bell when a student makes an error in something he has already been taught. Then give the student a chance to correct himself. If he cannot make the correction, encourage other students to offer suggestions. Eventually students begin to catch errors of their peers before the teacher rings the bell and start to "ding" each other. Students take turns being secretary and keeping track of who has the fewest "dings." If a student points out an error where there is none, he is "dinged;" this limits criticisms stemming from personal differences rather than linguistic awareness. Also, a student can erase one of his "dings" for each correction he offers for someone else's error.

Tim Cornwall
Klagenfurt University
Krumpendorf, Austria

Many students need a chance to discover that skills they have in their own language are transferable into English. An exercise in scanning can provide this chance. Choose a reading selection at frustration level and a set of questions whose answers will be a date, number, name, place, etc. Each question in the exercise is followed by a series of three steps: 1) write the form the answer will take (number, date, etc.), 2) write the line number of the answer,

Continued on next page

It Works and Works

Continued from page 25

and 3) write the answer. After each step the student turns over his paper and waits until the other students are finished. Many students become impatient with the progress of the exercise and realize they already know how to do the skill of scanning. Follow this reaction with a discussion of other abilities students have in their languages that are useful in English.

Jacky Pullman
Newman Preparatory School
Boston, Massachusetts, USA

Play the game Trivial Pursuit using categories and questions appropriate to the level of your students. Allow students to work in teams of up to four and use the game to reinforce grammar, vocabulary, or whatever information you choose to categorize. As a follow-up activity, have students write their own question cards.

Norman J. Yoshida
Lewis and Clark College
Portland, Oregon, USA

Offer a 5-week content-based course called Trivial Pursuit. With the end-goal of creating an original game in mind, students research and discuss topics such as countries of the world, major historical events, geography/climate, occupations/majors, words (etymology), inventions, famous people, etc. Students first prepare questions and answers on the topics based on their own cultures and then research the topic in other cultures. Students hand in a given number of cards each week and also spend time preparing gameboards. By the end of the course, they have created Trivial Pursuit games they can play and enjoy.

Mary Jane Nations
Atlantic, Georgia, USA

Add a twist to the activity of making pancakes by having students experiment with pouring the batter in the shape of animals, letters, objects, etc. A large class can be divided into teams. While some students are cooking, others can be cleaning up the mixing area and setting up the eating area.

Donald Montalto
Erie Community College
Buffalo, New York, USA

One solution for teachers dealing with multi-level classes is the use of volunteer tutors. Many colleges and universities and numerous organizations across the country sponsor volunteer tutoring programs. Volunteers can be used in your class in a variety of ways. The volunteer can assist a small group of students for a portion of class time, help students with individual problems such as getting a driver's license, work with late arrivals, provide conversation practice, conduct field trips, and assist the teacher in implementing the LEA by eliciting stories from students on a one-to-one basis.

Ana Cruz
College Station
Mayagüez, Puerto Rico

Movie videos can be used to help students develop skills like answering detail questions, identifying the main idea, and arranging events in chronological order. Distribute a handout containing the movie title, a synopsis of the plot, and questions. Show the video, replaying parts the students do not understand. Follow the movie with discussion. Have students

determine the main events and put them in order and determine the main idea.

Ronald L. Metzler
University of Tennessee
Martin, Tennessee, USA

A simple adaptation of the game show "Family Feud" provides listening and speaking practice and helps students build their vocabulary. Videotape a show of the program and play it in class so students can become familiar with the game. Next, divide the class into "family" teams and seat them in rows facing each other. Begin the videotape of a show. After each question on the show, freeze the tape and repeat the question. The first member of each family competes for the first question. Their answers are written on the board. If neither of them can answer, the next pair competes. This is continued until all students have had a chance to answer the question. Continue the tape, if a student's answer matches one of those on the show, his/her team receives a point. The team with the most points by the end of the show wins the game.

Elana K. Fohl
Dahran Academy
Dahran, Saudi Arabia

"Stump the leader" is a technique designed to improve reading comprehension by using reader-generated questions. One student is appointed as leader. The leader closes his/her book and the other students ask comprehension questions, trying to "stump the leader." This technique allows students to focus on concepts which they believe are important rather than the ones the teacher finds important.

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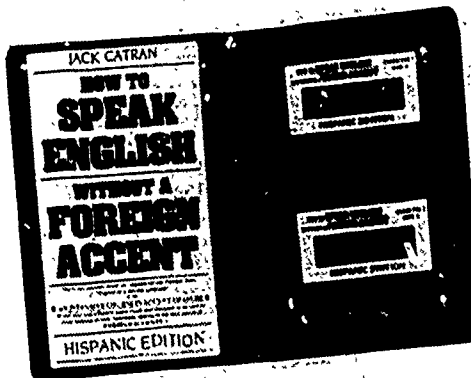
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It Doesn't Work

by Darlene Larson
New York University

This column has a tradition of emphasizing the positive. "No need to waste space printing what doesn't work," I used to say. But anyone reaching his or her majority has learned, in addition to a number of things to do, something not to do. It was a pleasure to ask various members of TESOL for a brief description of something not to do. As each contribution to the column arrived in my mailbox, I savored the wisdom being shared, the experience it reflected. My heartfelt thanks to all for responding to my request with insight, frankness, and a bit of confessing. Thus for your pleasure, read below, with our wish that having done so, each of you will never practice what is mentioned.

Virginia French Allen
Spring Institute for International Studies
Boulder, Colorado, USA

Oral reports! Why not say: "This weekend, students, read a newspaper or magazine. Be ready to tell us about one article you found interesting." Well, I soon discovered *why not*. Each student got "ready" by writing a summary, which was read aloud unintelligibly, to the boredom of all. And no one stayed within the time limit; each presentation went on and on and on.

That's how I learned to say, instead: Choose an interesting article and bring it to class. *Don't* write anything about it! In class, you'll read us just the title (or headline) and the first sentence. After that, we'll ask you questions. It will be like a dinner party conversation, where one guest mentions an article and others ask interested questions about it."

This format banishes boredom and is closer to real-life communication than the Oral Report.

Mary Ashworth
Association of B.C. Teachers of English
as an Additional Language
Vancouver, British Columbia, Canada

As a new teacher-trainer twenty years ago, I decided to help my student-teachers by providing them with "Ideas that work". But some of them used those ideas exactly as I had presented them without considering the age, background or interests of their students! Now I give them "Ideas that won't work unless you adapt and improve them". For example, when I am outlining techniques for using a story in the classroom, my model story is so fatuous no one would use it with real live students! When student-teachers are forced to make their own decisions as to what and how to teach, the quality of teaching goes up.

Marianne Celce-Murcia
University of California
Los Angeles, California, USA

When I started teaching ESOL, I mistakenly tried to teach pronunciation with lists of contrasting sounds:

sheep	ship
bean	bin
peach	pitch

grammatical patterns with lists of sentences:

John went to Chicago.
Bob flew to Boston.
George drove to Denver.

and vocabulary by listing the words or affixes I wanted my students to learn:

hypothesis
evidence
fact
opinion

My students learned—some even memorized—the lists, but they didn't learn language.

A teacher can, of course, use lists to plan and focus a lesson, but "lists" should be skillfully embedded in a dialog, story, or task if our students are to learn language instead of lists.

Cathy Day
Eastern Michigan University
Ypsilanti, Michigan, USA

Once when I first started teaching, I had two sections of the same ESL course. One morning I had a different, but I thought interesting lesson. It was a total success. I don't remember a better class or a more exhilarating feeling. Great, I thought. I'll use this plan with section 2. I did, and it was awful! The time and temperature, the personalities of the students, and my reduced energy level all influenced this "great" plan. Nothing worked. Never again have I tried to use the same lesson plan with different sections of the same class without thinking about the class personalities, interests, and situation.

Ylda Farre-Rigau
University of Puerto Rico
San Juan, Puerto Rico

I had often used songs in my class as a teaching strategy. We would study the vocabulary, discuss the message, sing along and have a grand time.

Not long ago, I decided to use music in a different manner. We were discussing essays and I planned to use music as a background for the reading of a particular essay on Mozart.

My mistake was not previewing carefully the cassette which I had bought shortly before, a medley of songs. I had listened to the first part which seemed excellent for my purpose, soft music to read by.

Everything went along very well until that nice easy-going music switched to a rousing rendition of "When the Saints Go Marching In." All reading stopped. Students started tapping their feet to the rhythm and had a grand time, but not quite as I had planned.

Lesson learned. Listen to everything from start to finish, *before* entering the class.

Mary Finocchiaro
Special Consultant, ELT
USIS, Italy

When students are beginning to learn how to write, teachers have been told (lol in too many so-called communication texts) that a stimulating, motivating, exhilarating activity is for students to walk around the room to find a classmate, to swing him or her around and to write a brief command on his/her back. The students whose back was used as a chalkboard is expected to decode the message and to say it aloud for everyone's benefit. (Repetition may follow!)

Many books and teachers feel it would be even more "fun" for students to perform the act

written on their backs. With youngsters of twelve to fifteen, many of the commands would be dangerous or impossible to carry out; e.g. Open the window and jump out; or Go to Hell, or Eat your lunch now, or Hit Joe (or even the teacher).

Teachers in so-called difficult schools—particularly middle or junior high schools—will find it an impossible task to control the noise level and some of the vulgar language which students would want to show off.

Do not do it. There are many other creative ways to teach writing and reading.

Charles W. (Bill) Gay
Waseda University
Tokyo, Japan

There is a saying in Japan that "the nail that sticks up gets hammered down." In Japanese university EFL classes (and, as a matter of fact, in almost every other subject), this "sticking up" applies to answering questions, making suggestions, or volunteering any sort of comment. Unless a teacher has a very special group of students, this communication apprehension prevails. In most Japanese universities there are from forty to fifty students in each language class, and the more students there are, the less they want to "stick up." It doesn't work, therefore, to ask questions to the class in general and expect someone to volunteer to answer.

In my classes, I ask a lot of questions, doing everything possible to create information gaps. In order to make sure that I call on students by name, I put each student's name on a 3 x 5 card so that I can shuffle these every day and go through them easily as I call on individual students to respond.

Robert E. Gibson
University of Hawaii at Manoa
Honolulu, Hawaii, USA

Soon after I developed my Strip Story technique, I became convinced that if my paired classroom activities were to be truly communicative, student A should not be able to predict completely what student B would say before she/he said it. Thus, even when I use a standard dialog, I never give both students both parts. Each student has only her/his part and has to attend to what the other student is saying in order to make sense out of her/his own responses. I also avoid having students ask questions about which the answer is already known. In short I try to keep predictability out of any exchanges that are supposed to be communicative. I owe the ideas behind this practice to the works of Earl Stevick and Richard Via.

John Haskell
Northeastern Illinois University
Chicago, Illinois, USA

"Anyone interested in carving a jack-o-lantern (or just watching) is welcome to join us on Friday at 2:00 p.m.," read the sign beside the pile of pumpkins in the NYU student union.

"What a wonderful, natural, learning experience," I thought, "as well as an opportunity to participate in an American holiday activity." So the next day we talked about Halloween and pumpkins and trick-or-treating, and I sent them off to participate and then write about their experience in a composition.

Continued on next page

Imagine my chagrin at not receiving a single comprehensible essay. They had gone, and watched, and a couple had even tried to participate. There were giggles about the experience, but no compositions to speak of.

They simply hadn't known how to describe what had gone on. Cutting was one thing, but cutting into, carving, scooping, scraping, lids, wedges, triangle cuts, tagged cuts, insertion of candles . . . Who could have predicted the difficulty of describing the mutilation of a vegetable for the fun of it? I could have, but didn't. It was a lesson for me in how to prepare students with background information on vocabulary and usage for community experiences which seem simple and straightforward.

Mary Hines
Hines Video Design Company
New York, New York, USA

Every other teacher I know, myself included, has at one time or another been seduced into standing at the board responding to student questions about American idioms, giving definitions, simple and elaborate, followed by several examples. It doesn't work. Extensive reading does. And here is one activity that piques student curiosity and engages them in unlocking meaning and use.

Using 3 x 5 cards give half the members of a class an idiom chosen for its frequency and need for active use. Other students receive cards with individual definitions, e.g., S1 has "He had us in stitches." S2, "He had us laughing so much that it hurt our sides." Students then roam around and search for their corresponding meanings. Having found a matching pair, the two sit and write sentences of their own using the new idiom and its definition in two separate sentences. Once confirmed by the teacher, step one can be repeated with the words and expressions now embedded in student sentences. The activity provides new words in both semantic and structural contexts and an awareness of the importance of connotation and register.

Darlene Larson
New York University
New York, New York, USA

The first time I designed a lesson to include group work, I arrived in class with great expectations. How satisfying it was going to be to sit back and listen to the conversations! But it wasn't that way at all. I stood there in a silent room, wondering why I had gone to the trouble of moving all the furniture. All that fuss just to watch them sit in a new arrangement for independent, silent reading.

Since then, I've avoided giving every member of the group a copy of the directions, exercises, cloze passages, articles, picture pages . . . whatever they are to attend to. Only one per group necessitates sharing and informing each other from the beginning of the task.

Bring copies for everyone. Each student should get one eventually, but not at first when interaction is the goal.

Judy Winn-Bell Olsen
Alemany Community College Center
San Francisco, California, USA
(currently on leave and cleaning out her files)

I sit here eyeing two floor-to-ceiling bookshelves, filled with untidy folders spilling their contents: old dittos and notes from . . . how long ago? I can't remember. Packs of scribbled-on cards, odd bits of realia poking out of bags, cassette tapes recorded into the wee hours, all perched at odd angles, as if

crouching to spring into life again the next semester.

But the next semester always brings new needs, new kinds of students, and new perspectives for me. It just doesn't work to use the same materials again: I find I must start afresh to be satisfied with my lessons, my classes, myself.

Now, if I could just make myself get rid of some of this old stuff . . .

Linda Schinke-Llano
Northwestern University
Chicago, Illinois, USA

In the realm of teaching pitfalls to avoid, there's one dictum that consistently comes to mind: DON'T BLUFF.

As a new teacher, I wanted to appear all knowing and helpful. When questioned once about a particular detail of the language, I covered my lack of knowledge by a seemingly logical, but nonetheless creative response. The inevitable occurred with a student bringing in the correct explanation several days later. What embarrassment on my part and lack of confidence in me on the students' part!

Since then, I never hesitate to say, "I'm not sure. Let me check, and I'll report to you tomorrow."

Agnes B. Werner
University of Puerto Rico
Rio Piedras, Puerto Rico, USA

The classroom setting was familiar. The students were writing the first draft of a composition after doing some preliminary work. During the class period, a few students interrupted their work to ask me questions such as the following: "How do you say *augmentar de peso* in English?" "What is the word for *despintados*?" "Can I say 'the buttons are falling'?" I would respond by asking them to consult their dictionaries.

It didn't work! Papers would be turned in, and I would notice that in certain situations the dictionaries had been of little help to the students.

Now, I do not hesitate to provide the students with words, idioms, or expressions that they do not know because of their limited vocabulary. I encourage them to use dictionaries to look up the spelling of a word, the pronunciation, its meaning, and for other purposes. But, I do not object to switching roles and turning from teacher to language informant.

Lise Winer
Southern Illinois University
Carbondale, Illinois, USA

Being impressed with the possibilities of learning English through Total Physical Response, I decided to incorporate some of the activities into an advanced ESL class. Students were supposed to follow my oral instructions to carry out tasks such as wrapping a parcel. As soon as I started, however, all the students wrapped their parcels immediately, without waiting for instructions, because of course they all knew how to do this already. Now, to practice complex and difficult forms included in instructions I make sure that the task itself—e.g., making an origami or string figure, repairing an electric light plug—is unfamiliar to the students. Neither do I model the activity in any physical way. Students are really dependent on their oral language comprehension (and that of their peers) to accomplish the task.

Carlos A. Yorio
Lehman College, CUNY
New York, New York, USA

We all have lessons or materials or "tricks" that we have used in the past and that have always worked well—or so we thought! One

day, however, we are once again "doing our thing", using this wonderful technique, or exercise or story and to our great surprise it is going nowhere! It soon becomes clear that it is "lighting nobody's fire" and that our frantic attempts to revive it or infuse some life into it are not working. My advice is DROP IT! When something is clearly not working, don't try to revive it. Something that worked before will not necessarily work again; this is the very nature of classroom dynamics. No class is like any other class, regardless of apparent surface similarities like proficiency level or language background. When we plan to use something we have used successfully before, let us not assume that it will work again, and when it "dies", as stand-up comedians would say, just drop it and move on!

Richard Yorkey
St. Michael's College
Winooski, Vermont, USA

A communication activity doesn't work unless students are properly prepared! Some teachers, caught up in the current fashion of the communicative approach and the "negotiation of meaning," seem to think that all one needs is authentic material (such as a menu or telephone book) and a pair of students "interacting."

Simply letting students dive off the deep end of the communication dock drowns them in frustration and inaccuracies. Yes, in Zanzibar I flapped my arms and cockadoodledoo'd and was thus able to get eggs for breakfast, but this is not appropriate communication for an ESL classroom.

Communication activities are one way to exploit new vocabulary and grammar, but in order to do so effectively, students must be carefully prepared. The language that students are likely to need must be presented first in some kind of controlled practice. Give them a few wading exercises before they test the depths!

Joyce Gilmour Zuck
Language Materials Consultant
Ann Arbor, Michigan, USA

Asking a group "What shall we read?" produces silence, confusion, lack of interest and even anger (as in "That's your job"). Readers who use a variety of techniques of selection when reading for their own purposes leave these ideas at the classroom door. Yet reader selection is one aspect of authentic use of texts. Therefore, class time must often be devoted to selection. After each person has a copy of the same newspaper, magazine, or journal, we do the following. (One at a time!)

1. Choose an article according to illustration. (e.g., find the article with the most interesting picture, with at least one chart or graph, with a map, etc.)
2. Choose an article according to content. (e.g., about your field, your part of the world, some topic you know nothing about, an interesting person, etc.)
3. Choose an article according to length. (e.g., the longest, the shortest, the most interesting one page, one column, or one paragraph article; a short boxed text about the cover, etc.)

Since the practice is selection only, we may not even read the article. Democracy—i.e., voting on what article to read as a group—is possible with one variation, to eliminate idiosyncratic choices. When each reader votes for two texts, for his own reasons, his motivation to understand the chosen selection seems maximized.

English Language Teaching "Out There": the World of the TESOL Professional

JoAnn Crandall
Center for Applied Linguistics

Few of those present at the founding of TESOL 21 years ago could have predicted the variety of situations in which TESOL professionals would work and the kinds of contexts and content their jobs would entail. The expanding role of English in international communication, commerce, and technology transfer has brought a wider world to TESOL. Today, English language specialists and teachers can be found in refugee camps, in vocational/technical institutes, in community centers, in businesses and industry, and in international institutes and organizations, as well as in the more traditional elementary, secondary, or tertiary schools. It is this TESOL world "out there" which I find most fascinating, since it challenges the flexibility and creativity of our field and provides exciting opportunities for TESOL professionals to make a difference. The following are brief glimpses into what I know of that diverse world.

TESOL in Refugee Programs

Ten years ago, few of us would have imagined that thousands of English language teachers would have an opportunity to work for a year or two in ESL and cultural orientation programs in refugee camps throughout the world. Yet not only has this happened, but the prospect of continuing programs of specialized instruction to refugees, both in pre-departure programs and in post-arrival programs, is great. The diversity of refugee-related programs in which TESOLers are involved is evident in the Bataan refugee program, the Refugee Service center project, and the Cultural Orientation program provided in Rome and other European cities. All three involve applied linguists and ESL teachers from many countries, with diverse experiences and qualifications.

The Refugee Processing Center in Bataan, Philippines, houses some 15,000 refugees from Vietnam and Cambodia, the majority of whom have been accepted for resettlement in the United States. Part of their pre-departure processing involves participation in a six-month ESL, cultural orientation, and workplace orientation program which is taught by Philippine ESL teachers and Vietnamese and Cambodian assistant teachers, working closely with American teacher supervisors and coordinators. Although there is a regional curriculum, agreed to by all implementing agencies, the International Catholic Migration Commission, which runs the educational program, has fine-tuned the program to fit the specific context of the Bataan camp. I should say "fine-tunes," since the curriculum revision is going on all the time as is lesson planning, resource identification, and teacher training. Specialized programs for the elderly, for teenagers, and for young children are also provided in refugee camps by TESOL professionals and volunteers.

Bataan and the other programs in Thailand and Indonesia are assisted in their work by the Refugee Service Center, which has an office in Manila and in Washington at the Center for Applied Linguistics. The Service Center employs applied linguists, ESL and cross-cultural communication teachers, and other educators with particular interest in curriculum development, teacher education, and testing. The Service Center undertakes the testing for

the programs, identifies and provides resources, coordinates consultations, and otherwise assists in backstopping the ESL, cultural orientation, and work orientation programs. Service Center staff are responsible for much of the networking among domestic and overseas refugee education programs: publishing a journal, *Passage*, producing informational reports, and making presentations at conferences of educators, community service personnel, and others involved in refugee resettlement.

There are also TESOL professionals at work in the 24-hour Cultural Orientation programs provided in Rome, Vienna, Frankfurt, and more recently, in Gabarone (Botswana). Although the focus of these programs is on providing critical survival information to enable refugees to cope during their first few weeks in the United States, many of the teachers are ESL-trained and manage to incorporate some basic ESL into the curriculum or after hours.

An antecedent to this kind of TESOL life for many (living in rather difficult circumstances and providing instruction to disadvantaged adults, while learning an even greater amount from those being "helped") is the Peace Corps, where many of the American TESOL profession first found out about teaching English as a foreign language, often being forced to learn how to teach English on the job. Many who got their feet wet in the Peace Corps returned to the United States to enroll in TEFL preparation programs and to learn more about the theory and practice of their new interest and career. That same educational involvement results from participation in the refugee program: many Thai, Indonesian and American teachers decide to pursue more TEFL education as a result of their work in the camps. They may leave the refugee program, but their concern for both their students' needs and the quality of their own teaching drives them to seek additional TEFL training.

Those working with refugees do so not only abroad, but also in their own countries, such as the U.S. and Canada. Trained ESL professionals and volunteers collaborate in ESL programs for refugees offered in voluntary agency offices, in church halls, in libraries, or in the social function rooms of apartment complexes. These programs are often specialized: providing literacy and ESL for nonliterate adults; providing home and child care information and ESL for women or the elderly; or assisting newcomers in understanding their new community, its resources, and the kinds of employment opportunities awaiting them. At their center is a TESOL professional.

TESOL in Business

For many years, businesses around the world have found it worthwhile to dedicate some of their resources to the improvement of English language proficiency among their employees. These business English programs take many forms, from simply placing employees in classes offered by outside contractors or teachers to more comprehensive in-house programs which involve testing, curriculum development (for example, in report writing or oral presentation skills), and translation services. The two programs described below reflect

that diversity. In one, the regional office of a large American corporation has recognized the need to improve customer service and employer-employee/employee-employee relations and is considering providing English language classes and cultural orientation to the American workplace to refugee, immigrant, and other limited-English-speaking employees in their hundreds of stores. They have contacted language teaching professionals to design the curriculum, provide the instruction, and report on the progress of each employee. Here TESOL professionals are developing a task-based curriculum, designing the instruction around the kinds of situations and functions which store employees face on a daily basis.

In another project, an international business firm has decided to make English the "common language" or second language of the firm. This organization has provided much of the direction from within its professional education department, but has engaged TESOL professionals to assist in the training of local language training coordinators, in identifying proficiency expectations for job categories at personnel levels and administering proficiency tests to employees. The TESOL specialists also provide an infrastructure for assistance to local offices to help these offices identify appropriate English language teaching programs in their cities, and to monitor these contractors, requiring the kind of reporting that will encourage contractors to maintain appropriate quality control. The TESOL specialists are also assisting these contractors by providing the kinds of materials and information about the firm which enable the contractor to offer optimum English language training.

TESOL professionals are working in these kinds of business situations in all parts of the world—in major cities where English is an important medium for business negotiations and financial exchange as well as in communities throughout English-speaking countries where residents with limited English skills are in need of opportunities to upgrade their English skills to improve their educational and employment opportunities.

TESOL in International Training Programs

Since English language proficiency—especially that set of academic language skills required for success in university programs as well as the more social communication and survival skills required for successful transition to a new university community—is central to successful participation in undergraduate and graduate training programs in English-speaking countries, an increasingly large number of TESOL professionals in many countries are involved in program design, curriculum development, placement and testing, and instruction in academic English skills with the larger goal of preparing individuals for their university experiences and the more short-sighted, but essential, goal of helping them to obtain the necessary score on the Test of English as a Foreign Language (TOEFL). These programs may be housed in binational centers, in universities, in technical institutes, in office

Continued on next page

Teaching "Out There"

Continued from page 29

buildings, or in almost any available site (sometimes a hotel is most convenient for both classrooms and housing, since it can contain students in an English-speaking environment).

An example of this type of pre-departure English program—which provides both English language and general academic study skills is the Honduras Central American Peace Scholars (CAPS) program, which is preparing some 100 students each year for five years to participate in a variety of educational and training experiences in the United States. This program offers preparatory/review courses in math and science, as well as an intensive program of English language skills, emphasizing basic survival skills in the earlier levels and an increasing amount of academic language skills (reading and writing, especially, of academic texts, note-taking, summarizing lectures, etc.) in the higher levels.

In programs such as this one, a new challenge for the TESOL professional is to establish close and continual communication with the subject-matter counterpart to facilitate the integration of language and content instruction to maximize the benefit to the student.

Concluding Thoughts

In this widening world of TESOL, it is dangerously easy to forget that a desire to learn English is not necessarily an interest in the culture or peoples of countries in which English is spoken. We must continually guard against potential linguistic (and cultural) imperialism each time that we prepare or teach English language programs, considering our learners' objectives and desires as indices for the amount of cultural information to include. Clearly, refugees being prepared for resettlement in an English-speaking country need a different kind and amount of cultural orientation in their ESL course than do technical students in a non-English-speaking country whose major purpose in studying English is access to technical manuals, papers and textbooks. For the business executive, the scientist, the medical professional, or the member of a public or private agency doing international work, there may be a "third culture" which can be taught, something not specific to any English-speaking country, but broader-based and in fact, representing the intercultural environment of foreign nationals working outside of their own country negotiating contracts, planning cooperative ventures, or sharing the results of their research.

We also need to guard against linguistic imperialism in planning English programs for learners in English-speaking countries. As Francisco Gomes de Matos has reminded us frequently, all people have a right to their own language. In our zeal to help students acquire English, we must not forget that we should not help, even inadvertently, to promote an "English-only" environment. Instead, we must think of ourselves as helping to provide "English plus" the native language. This is especially critical within the United States, where an English language amendment to make English the official language is pending and where several states have already enacted legislation restricting the use of other languages. *The New York Times* said it well in its headline of November 10, 1986: "English, Yes; Xenophobia, No."



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Teaching English to Professionals

by Sylvia Aruffo
Northwestern University

Teaching English to Professionals. How is TEP different from ESL, VESL, EFL and ESP? TEP has something in common with each of these acronyms, but with its own twist. That twist can be traced to either the personal attributes of the professional student or the institutions sponsoring a TEP program. These differences create a unique challenge for TEP practitioners.

Differences Due to Student Attributes

TEP shares with ESL the emphasis on communicating in the language as opposed to studying its structure per se and its literature. While an ESL student may have undeveloped study skills, a TEP student arrives with one or more university degrees—probably has even studied language in an academic setting. These accomplishments also mean that most TEP students are older learners.

VESL, as a subcategory of ESL, is often aimed at students in the beginning stages of career development. TEP students are already established in careers of technical or managerial responsibility. What is more, their sponsoring institutions have identified these individuals as having potential worth investing in. TEP students are capable of fast-paced, high-powered learning as demonstrated by their career success. Yet in no area of their careers are they likely to be as willing to relinquish control and be submissive as in language learning. Especially if we speak about British and American professionals approaching OLSE (Other Languages for Speakers of English),¹ the students have probably not seen the parallelism between *active participation* => success in career and *active participation* => success in language learning. They are likely to be inclined toward the double prejudice that (1) mechanical repetition with rote memorization is the only way to learn a language formally and (2) unless one possesses some precondition ("aptitude," youth, etc.) only low-level results can be expected.

The first trap a program intending to teach English to professionals may fall into, therefore, is to offer this new type of student a standard ESL approach, one aimed at students with undeveloped study skills and little career awareness. This approach will only reinforce the two prejudices.

TEP often overlaps with EFL (as distinct from ESL) in that professionals begin their language study in the home country, expecting to use it on arrival in an English-speaking country or with British or American personnel in the country in which they are residing. A major concern of EFL teachers is often the cultural component of their instruction since they do not operate in an English-speaking country. Yet a major difference between EFL and TEP is what aspects of the culture the students need. EFL teachers often present general information about the lifestyle of English speakers. But TEP students want to learn specialized customs that otherwise-competent EFL teachers may not know, such as business practices, negotiation strategies, diplomatic courtesies. In fact, one of the unique twists of TEP is that students may not be learning the language to interact with native speakers at all, but to use English as a *lingua franca* with other non-native speakers. The Japanese, for example, use English to arrange for the building of petrochemical plants in

Saudi Arabia. British or American culture is all but irrelevant to the needs of these TEP students. The cultural component of the English language program for these Japanese will focus on *Saudi* business practices and courtesies, not British or American ones.

The second trap of planning for TEP, then, is to give a standard EFL cultural component to the program rather than to target the cultural instruction properly or adequately.

In this respect, TEP has the most in common with ESP. In fact, TEP is best considered a subcategory of ESP. It shares with ESP the pitfall that teachers may be forced to reach for the dictionary to build vocabulary lists because the professional field of the students is out of the teachers' experience. The resulting curriculum is unreliable: a teacher may unknowingly select a word not in common usage or perhaps the dictionary will not supply crucial terms at all. Even if the correct words appear, the teacher may not know the proper usage. A TEP curriculum developer must learn both the language and culture of the students' profession. Dr. Robert Crane, director of language programs for the Ecole Supérieure de Commerce de Lyon, has warned, "The inherent danger [in TEP] is insufficiently prepared teachers. Language teachers must have training in the business context."²

Thus the first set of differences between TEP and the other acronyms is due to the nature of the students: their learning capability and age, the narrow focus of their cultural needs, and the specialization of their interests. While ESL/EFL teachers can often judge the appropriateness of their lessons by asking, "Do I need this knowledge or skill to function in an English-speaking environment?" a teacher who wants to teach English to professionals may not yet have any experience with using English in the way the students must. TEP teachers need specialized training.

Differences Due to Institutions

Another source of differences between TEP and ESL/VESL/EFL/ESP is the type of institution with which each is associated. Language in an academic setting must answer to traditions and graduation requirements. Government-funded programs must be responsive to current public policy priorities. Private companies and professionals have the means to invest in any program that promises to expand the effectiveness of their operations if the program's cost is less than the financial benefit they expect to realize. Thus, the TEP program most likely to succeed is either "in-house" for one company or offered by an independent training organization.

Not only is the sponsoring institution different, but its relation to the language program is different. An institution funds ESL/EFL programs which then recruit people. The enrollment figures that academic and public institutions expect to achieve can be met by any students in the community. In the case of TEP, a business selects the people it wants to train and then sponsors a program designed especially for them. The business will make career decisions for these individuals based on their achievement. Often TEP students must carry their regular professional responsibilities in addition to language training. Because their careers are a high priority for professionals, they come to class with greater time pressure

and task orientation than the typical adult ESL/EFL student. TEP students have low tolerance levels for teaching techniques that stress sharing feelings and socializing. In fact, TEP students are notorious for wanting a "quick fix." They are accustomed to training packages of a few days or weeks at most, in contrast to ESL or VESL students, who generally expect to be in training for months.

Conflict Due to the Differences

The differences that distinguish TEP from ESL, VESL, and EFL give rise to two major areas of controversy between TEP instructors and other types of language teachers. First, TEP practitioners must decide how to answer TESOL colleagues who dismiss the possibility of meaningful language learning occurring under intense time constraints and without explicitly building relationships. Second, TEP teachers must prepare to defend TEP as one kind of ESP, a "special purpose" approach. Many language teachers as well as prospective students believe that "general purpose" language taught by any method will meet their needs. On this point, TEP teachers can expect to find a good deal of support within TESOL, where adapting to student needs has long been respected and encouraged.

These two issues are theoretical. On a practical level, language teachers committed to principles of TEP are pitted against the commercial vendors. Most of these language teaching companies are rigidly committed to "general purpose" content and rote memory drill. The promotional material from one of the largest of these companies boasts, "Only after the student has reached Proficiency Level Three is professional vocabulary introduced. No deviation from this sequencing is permitted."³ Marianne Inman, in her 1984 study, "Language and Cross-Cultural Training in U.S. Multi-national Corporations" (a survey conducted as a follow-up to her report in the President's Commission on Foreign Language and International Studies in 1977) found that language training for professionals is most often "corporate sponsored, performed under contract with a commercial organization." With their elaborate worldwide delivery systems and extensive advertising, commercial providers offer deceptively attractive packages to professionals.

Many TESOL members work in institutions sophisticated enough to allow more modern methods. Last year even the Foreign Service Institute itself retracted its commitment to behaviorist techniques and encouraged its staff to be more eclectic. But because the commercial vendors dominate the market, professionals are not aware that TEP practitioners will design programs to suit their needs. A tax auditor for a major German accounting firm reported that the first eight days of his commercially prepared English course were devoted to lessons on Robin Hood. During two weeks of instruction, a commercial vendor gave one marketing specialist with a multi-million dollar budget for his upcoming assignment in Latin America nothing more inspiring to do with Spanish than to identify household items as *grande* or *chiquito*. (Little wonder that professionals tend to think of language training as something for children.) Shortly after a

Continued on next page

recent annual "Conference on Languages for Business and the Professions," the trainees, directors of two Fortune 500 companies agreed on the need for language training but decided to cut back on their budgets for such instruction because the commercially available programs were "worse than nothing. Trainees learn nothing of professional value and lose two weeks of work besides."

The Challenge of TEP

The sophistication of TESOL qualifies its members to offer something better. Can any of them develop the business acumen to deliver it cost-effectively? They will need a better exchange of information if they are to succeed. Independent instructors and program designers who would like to teach language to professionals often do not know where and what the needs are. Even those TEP instructors and administrators who work for organizations enlightened enough to have ongoing language and culture training departments would benefit from information systems, since they are under constant pressure to produce state-of-the-art programs for rapid acquisition, honed sharply to their trainees' needs. TEP practitioners with permanent positions must also constantly hunt for stand-up trainers and program developers who are familiar and comfortable with TEP. Whether independent or affiliated, everyone involved with training French executives should know about Kate Malfert's course, "Helping French Business Professionals Develop Effective Presentation Skills in English," produced at the Paris Training Center of Kodak.⁴ Everyone interested in TEP should know about Dr. Richard Wilcox's⁵ need for TEP cross-cultural trainers at the Siemens Corporation in Offenbach, West Germany. Thus, the first step in standing up to the competition is to establish a list of resources and a network of people within TESOL who teach language to professionals.

Summary

TEP is defined by the personal characteristics of its students and their professional affiliation. It differs from ESL/VESL in that the students are older and established in their careers. It differs from EFL in its need to teach a limited number of specialized customs. The organizations that sponsor TEP impose greater time pressure and task orientation on the programs than academic and public institutions do. Because these differences narrowly focus the goals of TEP, it is most related to ESP.

A TEP practitioner is defined by two commitments. The first is that teaching language to professionals requires bypassing "general purpose" language to produce very specific, technical course content. Second, that TEP methodologies should be shaped by the students' time pressure and task orientation.

The immediate challenge for those TESOL affiliates and sympathizers who are interested in TEP is to form an information network. Only by knowing what materials and people are available can TEP practitioners offer professionals a viable alternative.

Footnotes

1. Stevick, Earl (1980) *Teaching languages: A way and ways*. Rowley, Mass: Newbury House.
2. Crane, Robert. Personal Conversation at Fourth Annual Conference on Languages for Business and the Professions, April 1984.
3. Lingua "Policy Statement" from brochure to businesses.
4. Malfert, Kate. "Helping French Business Professionals Develop Effective Presentation Skills in English." Paper presented at TESOL, New York, 1985.
5. Wilcox, Richard. Personal conversation. May, 1988.

JOB OPENINGS

The Ohio Program of Intensive English, Ohio University. Two positions. One lecturer to be based in the on-campus ESL program but willing and able to accept temporary assignments off campus. Three year limit with transfer to continuing status considered after second year. Qualifications: M.A. in ESL and three years of post-M.A. experience in an intensive ESL program; teaching experience abroad. Salary (\$12 months): \$23,000-\$25,000 plus full university faculty benefits; relocation allowance. One intern to teach in the on-campus ESL program. Two year limit. Qualifications: recent M.A. in ESL with at least one year of supervised teaching experience in an intensive ESL program. Salary: \$20,000 (\$12 months); full university faculty benefits; relocation allowance. Both positions begin September, 1987. Send resume, three letters of reference, and transcript to Charles Mickelson, Director, Ohio Program of Intensive English, 201 Gordy Hall, Ohio University, Athens, Ohio 45701. Deadline May * or until positions are filled. AA/EDE

Cornell University, Ithaca, New York. Lecturer, three-year renewable appointment, to teach composition to advanced ESL students at the university level; to develop materials for teaching advanced ESL students in a writing-across-the-curriculum program; to train graduate students and faculty to teach advanced ESL students more effectively in their classes. Demonstrated ability as a teacher of writing as well as formal training in TESOL. Masters degree and teaching experience required. Send letter and dossier by May 31, 1987 to: Nancy Kaplan, Director, Writing Workshop, 174 Rockefeller Hall, Cornell University, Ithaca, NY 14853-2502. Cornell University is an AA/EEO Employer.

University of Pittsburgh, Pittsburgh, Pennsylvania. One year appointment opening for assistant professor of linguistics with specialization in ESOL beginning September 1987. Teaching duties include general linguistics courses and courses in TESOL methods, L2 acquisition, structure of English, etc. Other duties include supervision of M.A. theses. We expect to fill a tenure stream position in this general area in September of 1988; the person holding the one-year appointment will of course be eligible to apply for the tenure stream position. Send letter of interest, curriculum vitae and letters of recommendation to Christina Bratt Paulston, Department of General Linguistics, University of Pittsburgh, Pittsburgh, PA 15260. Telephone: (412) 624-5900. AA/EDE

Marmara University, Kuyubasi/Istanbul, Turkey. Instructor of EFL. Preferred qualifications: M.A., some experience in teaching academic English and in living abroad. 16 hours per week for academic year. Net salary after taxes ranges from \$4,800 to \$7,200, paid in Turkish Lira. Contract renewable on yearly basis. Application deadline by June 1, 1987 if salary to be received beginning September, later if salary delay acceptable. Write: Dr. Ahmet Serpil, Department of Foreign Languages, Marmara University, Kuyubasi/Istanbul, Turkey.

McGill University, Montreal, Quebec, Canada. Applications are invited for a tenure-track position at the Assistant Professor level in the Second Language Education Programme (TESL). Applicants must have a Ph.D. in Applied Linguistics or a related field. The University is seeking someone with a broad, integrated background in the field of second language education, excellence in teaching and exceptional promise in research. Our programs include the teaching of courses in ESL methodology, curriculum, testing and evaluation, sociolinguistics and psycholinguistics at the graduate and undergraduate levels. Duties begin September 1, 1987 and will involve research and teaching activities in some of the above areas. Facility in French is an important asset. The minimum salary for Assistant Professor is \$31,225 Cdn. Letters of application with curriculum vitae and the names and addresses of three referees should be sent as soon as possible to Dr. May Frith, Chairperson, Department of Education in Second Languages, McGill University, 3700 McTavish, Montreal, Canada H3A 1Y2. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

The State University of New York at New Paltz has a tenure-track position as Assistant Professor of Educational Studies—English as a Second Language available Fall 1987. Responsibilities include: instruction within the English as a Second Language Program, advising responsibilities for students in bilingual education program. Requirements: Earned Doctorate or Masters Degree in TESL. Experience in bilingual education helpful. Send vita, three letters of recommendation and other supporting information by March 15, 1987 to Affirmative Action, Box 10, SUNY, The College of New Paltz, New Paltz, NY 12561. EOE/AA. Women, minorities and handicapped persons are encouraged to apply.

University of Alabama, Tuscaloosa. Teaching assistantships at the English Language Institute and for English Department freshman composition courses for non-native speakers. Must be admitted to MA-TESL program. Positions available August, 1987. For information on MA program and assistantships contact: Director of Graduate Studies, English Department, The University of Alabama, Drawer AL, Tuscaloosa, Alabama 35487, U.S.A. Telephone: (205) 348-5065. AA/EDE

University of Alabama, Birmingham. Opening for tenure track assistant professor: Ph.D., ESL specialist, emphasis in composition; strong teaching credentials, ESL experience; demonstrated research potential; administrative experience helpful. Starting date September 1, 1987. Salary competitive. Deadline: April 15, 1987. Send letter of application, resume, and three letters of reference to: Thomas H. Brown, Chair, Department of English, University of Alabama, Birmingham, AL 35294.

Continued on page 36

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For additional information, write:
Chairman, ESL Department
University of Hawaii
290 East West Road
Honolulu, Hawaii 96822 U.S.A.

Standards for a Living Wage: A Guide to Working Abroad

Compiled by Melanie Butler

Reprinted from "A British Teacher's Guide to Working Abroad" in the *EFL Gazette*, September 1986

Flicking through the Gazette you come across the perfect job, an EFL teacher wanted in Ruritania, 700 denars a month. Now you may have always dreamed of Ruritania but just what does 700 denars represent in terms of apartments, healthcare, tax?

We decided to find out. We didn't have much joy over Ruritania, but we found out about many other countries with the help of embassies, big EFL employers and teachers in London for the summer school season. Our aim was to establish the market for the newly-qualified teacher so the salaries represented here in local currency or a £ or \$ equivalent at the August 1986 exchange rate, are the absolute (gross) minimum for living in the capital (generally the countryside is cheaper) and are just about enough to get you a roof over your head and the odd meal out. Do not go below them. You have been warned!*

*US equivalents for marks, pounds, lira, yen, pesetas, francs and Chinese dollars added by Michelle Gordon, Northeastern Illinois University as of October 1986.

Brazil

Minimum salary: (Rio, Sao Paolo) \$800-900 per month.

Visa requirements: Employer has to have contract approved by ministry of labour. The visa is issued by the Embassy in country of residence, so be at home to get it.

China

Minimum salary: China is unusual in that salaries are fixed by the government. "Voluntary Teachers"—\$400 (Chinese) plus accommodation. "Foreign Language Experts"—\$600 (Chinese) plus accommodation.

Visa requirements: Visas come with the job.

Health insurance: Free.

Tax: Free.

Accommodation: Free, but foreigners accommodation restricted, often in government-run "Friendship Hotels."

Other information: Extra perks: \$600 for trips per annum, free transport to work, free visits. Contact: The Embassy recruits teachers. Write to: Educational Department, Chinese Embassy. \$1US = 3.5 Chinese dollars

Finland

Minimum salary: £500 per month (Helsinki contracts should include accommodation and luncheon vouchers).

Visa requirements: Work permit applied for at embassy for a specific job. You must have return fare.

Tax: Depending on contract—approximately 30%. \$1US = £0.65

France

Minimum salary: F5,000 per month is the national minimum wage (calculate about F6,500 to live in Paris).

Visa requirements: Yes, and take your certificates. Most jobs require BA.

Health insurance: social security covers 70 percent of costs, get private cover for the rest. Tax: Calculate one month's salary per year.

Accommodation: In Paris F800-1,000 students room, F2,000 studio.

Other information: Most employers give metro season tickets in Paris. Increasingly season tickets are given to the growing number of commuters from outside. \$1 US = Fr 6.90

Greece

Minimum salary: (Athens) £400.

Visa requirements: All certificates must be approved by Greek Ministry. Your employer must apply for work permit while you are out of country (most people nip over to Turkey).

Tax: "Much less than Britain."

Accommodation: The cost of living is rising—rents have gone up tremendously. Calculate 40% of salary, with £150 minimum in Athens.

Indonesia

Minimum salary: \$500 per month (for Jakarta, other expensive cities: Surabaya, Madan & Bandung).

Visa requirements: Tourist visa for 2 months, 1 extension only. Work permits with job via dept of manpower but you must leave the country (most people go to Singapore).

Health Insurance: Private, most expatriates cover includes flight to Singapore.

Tax: About 15 per cent.

Accommodation: \$200 per month in Jakarta (much less outside cities).

Italy

Minimum salary: 1.1 Lira per month (Rome, Milan, Turin) paid 13 months a year (by law) and linked to six-monthly rise in the cost of living; "scale: mobile."

Visa requirements: None, but you need originals of all your certificates.

Health insurance: INEM (state scheme) is not comprehensive, get extra cover and get your teeth done before you go.

Tax: 26 per cent (including transferable National Insurance contributions).

Accommodation: Not expensive, just impossible to get in the cities, especially Rome and Milan where schools must give you help in finding it (if they don't, don't go).

Other information: When you leave you are legally entitled to a 'liquidation' payment of one month's salary for every year you have worked. \$1US = 1317 Lira

Japan

Minimum salary: £9,000 per year (Tokyo).

Visa requirements: Many people work illegally, but it's risky (24 hour deportations are not unknown). Visas obtainable with job but from outside Japan.

Health insurance: Cheap.

Tax: 10-20 per cent.

Accommodation: 50,000 yen a month for a tiny studio in outer suburb—the biggest expense.

Other information: Japanese teaching contracts are for 44 hours per week!

Contact: The government recruits teachers, must be graduates, EFL training preferred, they pay well: £12,000 per year. Write to the Teacher Recruitment Scheme at the Japanese Embassy. \$1US = 150 Yen

Kuwait

Minimum salary: £8,000 per year including accommodation.

Visa requirements: You need a No Objection Certificate, which your employer applies for. You can then go to any Kuwaiti embassy abroad for a permit.

Health insurance: Health care is free but most people also have private cover.

Tax: Free (cf Saudi Arabia).

Other information: You do need a car, especially if you live outside the city. It should be a perk (though often shared). \$1US = £0.65

Saudi Arabia

Minimum salary: "Anybody who works for less than £10,000 per year with free accommodation and health cover is mad."

Visa requirements: You must have visa before entry to Saudi Arabia.

Tax: No tax but you must be out of Britain for a full tax year except 62 days.

Other information: Women cannot drive or travel unaccompanied. \$1US = £0.65

Spain

Minimum salary: The legal minimum professional wage is 40,000 pesetas per month, (you'll need more in Madrid). \$1US = P 125

Visa requirements: Most people work illegally, leaving the country every three months. Your employer can apply for permit while you're in Spain.

Health insurance: Expensive. Your employer should cover you.

Tax: Low.

Sweden

Minimum salary: £500 per month (the unions vet [examine] all visa applications and won't allow less than this anyway).

Visa requirements: Apply for specific job from outside country. You need 1 degree plus RSA Prep/BEd/PGCE.

Health insurance: Minimal cost but dentists very expensive.

Tax: 22-23 per cent (calculated on nine month academic year).

Accommodation: £150 per month (Stockholm, can be much less elsewhere).

Other information: Alcohol, books, toiletries are very expensive.

Contact: Most jobs are in the Folkuniversitet who in Great Britain recruit through: Michael Wells, International Language School, 14 Rolleston Street, Salisbury SP 1120.

Taiwan

Minimum salary: £300 gross.

Visa requirements: Most people work without permits on tourist visa 6 months (renewable out of the country) but the visa can be amended in Taiwan, to include permission to work.

Health insurance: £10 per month.

Tax: Minimal.

Accommodation: Reasonable.

Other information: Most people supplement their income with private lessons at £10-20 per hour.

West Germany

Minimum salary: We were told you could "get by" on £400 per month, but we wouldn't advise less than £500. \$1US = DM 2.2

Visa requirements: None, but take all your certificates.

Health insurance: 6 per cent of salary.

Tax: 22 per cent after 4m DM per year.

Accommodation: Calculate 50 per cent plus of London rates. Expensive.

Other information: Most jobs ask for German.

ESL Composition: The Expectations of the Academic Audience

by Joy Reid
Colorado State University

Suppose you go to a theater to see a movie titled "First Love." As the film begins, you settle into your seat and prepare to enjoy. Then, during the first three minutes of the movie, you watch a violent assault and an ax murder. How do you feel? Shocked? Angry?

Suppose you are taking an art course required for graduation. Your assignment is to draw a basket of fruit. You work hard, do your best, and turn in the assignment, knowing that you are not an artist, that you have had only a limited background in drawing, and that, although you have done your best, it's not a great piece of art. The following week, your drawing is turned back to you; the professor has written only: UGLY/F. How do you feel? Cheated? Scared?

Suppose you are a professor who collects a writing assignment from a class. You begin to grade a foreign student's paper. It is not at all what you expected. How do you feel? Puzzled? Irritated?

The Problem Grammar vs Schema

For the academic writer, there are essentially two considerations in any assignment: purpose and audience. Usually the purpose of a writing assignment is designed, assigned, and evaluated by the audience (the professor), so the two are closely connected. Many native-speakers of English (NS), particularly those who are experienced, successful writers, recognize the close relationship that exists between the purpose and the audience. Unfortunately, many non-native speakers of English (NNS) do not have the necessary background information and experience—schema—that would allow them to complete academic writing tasks successfully. The result, a breakdown in communication, is one of the most serious problems faced by international academic writers. Composition teachers of NNS have the opportunity—indeed, the responsibility—to provide their students with adequate knowledge and experience to cope with academic assignments.

This problem is not, fundamentally, a question of language proficiency, although frustrated university professors may lay the blame for unsuccessful written communication on what is most immediately obvious: "This student doesn't understand what I want; I think he needs work in grammar." For a NNS with very limited language proficiency, this assessment may be true, but most students admitted to university programs must first meet high standards of language proficiency. These students, with adequate language skills, will still have some second language errors in written work, but those errors are generally little more than extraneous noise that academic readers get through, not a major cause of inadequate communication.

More often, the problem of communicating successfully originates from the NNS's limited or skewed perception of what is expected. Typically, international students, operating in a cultural vacuum, are likely to resort to coping strategies that are inappropriate for the expectations

of the academic audience. Examples: the freshman composition essay that is highly philosophical and generalized instead of being highly specific and personalized; the political science paper that has elaborate language and irrelevant materials that do not address "the point"; the research paper that has been copied from one or two sources. When the academic audience evaluates the assignment, the misunderstandings continue: the professor is mystified (and perhaps resentful and irritated), and the student, who expected a more positive evaluation, is equally mystified (and perhaps frustrated and insecure).

The Solution Recognizing the Audience

For teachers preparing NNS for academic work, the solution to this problem is both complex and simple. The most difficult part is persuading the students that (a) the academic audience expects specific strategies and formats, and (b) the teachers are not trying to change the ways they think (culturally knotty), only the ways they present their thoughts. Once the students trust their teachers, and are genuinely attending, the rest is relatively straightforward. First, students should study authentic, commonly assigned writing tasks such as the critique, the laboratory report, and the research paper.* Second, the students should have ample opportunity to practice the highly structured contexts of academic tasks.

Teachers must act as informants, as builders of schema, for their students. Initially, they must gather assignments from across the curriculum, assess the purposes and audience expectations in the assignments, and present them to the class. The students should study these authentic, cross-curricular writing tasks. They should learn how to (a) identify the core, the purpose, of each assignment, (b) investigate the specific demands of each task, and (c) analyze the rhetorical conventions expected by the academic audience. Then teachers must provide students with appropriate pre-writing strategies: what questions a professor would consider legitimate about an assignment, and how and when to ask those questions; how to consult with other students, including NNS, who are working on the same assignment; how to use their international backgrounds to advantage in approaching writing tasks.

Next, teachers should present another set of strategies, this time rhetorical: students should learn basic and alternative formats expected in academic assignments, appropriate focus and direction, and coherence techniques that will assist audience comprehension. In order to give students necessary practice in rhetorical strategies, teachers must design assignments that parallel the elements of academic assignments but that are, at first, contextually easier to produce. For example, using relatively simple reading material (e.g., a short controversial article for a general audience) for all students to critique will allow students to concentrate on communicating with an audience. For practice in integrating source materials, teachers may provide students with common data, demonstrate techniques of integration, and have students practice, per-

haps in pairs or small group work. Studying student samples that model appropriate formats can show students that success is within reach.

Finally, teachers must be prepared to evaluate student writing in light of the anticipated audience. That is, they must role-play as the academic readers their students will eventually encounter. In order to do this, they must thoroughly understand what is expected in a variety of academic assignments, and they must be able to identify unacceptable or inappropriate prose. Most important, they must be able to explain the problems to their students, and to suggest changes that will result in more successful communication.

In short, writing teachers of NNS must be pragmatists. They must discover what will be expected in the academic contexts that their students will encounter, and they must provide their students with the writing skills and the cultural information that will allow the students to perform successfully. For NNS, this cross-cultural and cross-curricular knowledge will enable them to understand "what the professor wants" and feel secure about being able to fulfill those expectations.

* For a more detailed discussion on responding to academic assignments, see Daniel Horowitz's article, "What Professors Actually Require: Academic Tasks for the ESL Classroom," *TESOL Quarterly*, 20(3) 445-462 (September, 1986).

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TESL versus TEFL: What's the Difference?

by Robert Maple
Madrid, Spain

The following is a tentative list of what I personally perceive the differences between TESL and TEFL to be. I would appreciate your additions and comments—especially on points you disagree with. Please write to me c/o Mary Stauffer, ACHNA, c/o San Bernardo, 107, 28015 Madrid, Spain.

TESL (Teaching English as a Second Language)

1. Acquisition-rich environment. Normally in English-speaking countries, but possible in institutions and schools (e.g., the American College in Paris) in non-English-speaking countries if English is *really* the lingua franca of interaction and work or study. This situation assumes the presence of native speakers of English and the real need to use English for communication. A school where non-native speakers agree to use English in order to create a pseudo-English environment for practicing their English would not be truly ESL if indeed they all had a common first language.

2. Students in the class are usually from more than one L1 background, making the use of English essential.

3. The teacher usually does not speak the L1 of all the students.

4. The teacher is usually a native speaker of English (or fully bilingual).

5. Students are more apt to have integrative motivation than in TEFL situations—due to the fact that they are in the US/UK working/studying, possibly even intending to stay there (as immigrants or refugees).

6. Students need English and usually perceive this need. It will be put to use immediately or in the near future for school, work, or acculturation.

7. Teachers assume that students want to assimilate or at least to become adjusted to the society of the English-speaking country. Teachers may even try to change attitudes and value systems (e.g., women's roles, politics, individual responsibility, racial or religious attitudes, etc.) through readings and discussions.

8. Students usually study in intensive programs (8 to 25 hours per week). Unless living in an L1 ghetto situation, students usually improve in proficiency quite rapidly, especially at the beginning.

9. Class size is usually small, even in public schools (rarely over 25, often only 10 to 15 students per class).

10. Expectations for ultimate levels of proficiency are usually quite high—by both students and teachers. There is pressure and motivation to continue improving, as students have to compete with native speakers at work/school.

11. Many teachers (as native speakers) seem to assume English is "theirs," and that *their* way is the only way to express things in the language. If in the US, students "must" learn only American English, often accompanied by heavy doses of American culture and survival skills. Teachers may say things like "We just don't say that," when correcting students' usage, even if another dialect (e.g., British) allows it.

Students learn the national or regional dialect of the place where they are living. ESL teachers usually encourage conformity to that dialect.

12. Students use their English mostly with native speakers of English (except in class). Some native speakers (the less sophisticated) may have difficulty understanding foreign students whose English is too accented or non-native, thereby serving as motivation for students to improve their output.

TEFL (Teaching English as a Foreign Language)

1. Non-acquisition environment. Normally in non-English-speaking countries—except in schools/institutions as noted in the other column, or in a country like Singapore or India where English is the true lingua franca (although most people have another first language). Some acquisition *can* occur in pseudo-English environments (where people agree to use English, but don't need to), but this "suspension of disbelief" may result in the acquisition of language that no native speaker uses, eventually perhaps evolving into a new dialect (as happened in India). However, most such pseudo-English speech communities are temporary.

2. Students in the class usually all have the same L1. Using English is not necessary for communication.

3. The teacher usually has the same L1 as the students.

4. The vast majority of teachers are non-native speakers of English. The English proficiency of these teachers varies widely—from fully bilingual to minimally functional.

5. Students are almost all totally instrumental in motivation. Very few are going to the US or UK. Most are studying English for their own needs or for pleasure. Exceptions are in job-related programs (as in multinational firms) or among those few people with definite plans for going to an English-speaking country.

6. Most students don't see any need at all for English, at least while they are studying it although many see it as a "deferred need."

7. Teachers know that students do not want to become "mini-Brits" or "mini-Americans" becoming part of the L1 culture. The students' identities should not be threatened or challenged by foreign language study. This is important for EFL teachers to keep in mind in cultures where the pervasive inroads of Western culture are resented.

8. Most students study only a few hours per week (2 to 4), over quite a few years. Gains in proficiency may be very slow, with setbacks after vacations or interruptions in their study (as when they skip a semester.)

9. Class size is usually larger, except in better private programs. In public schools, 50+ students in one class is not unusual.

10. Expectations must be much more modest. Most students after a 10- or 12-semester program (at 2 to 4 hours per week) will achieve between 0 and 1 (FSI oral). Except in the best private programs, 300 hours of EFL is not the same as 300 hours of ESL.

11. There seem to be two perspectives on what kind of English students should learn. One is that students should learn either the American or British dialect. The other advocates World English. English is seen as no longer "belonging" to the Americans, British, Canadians, etc., but rather, to anyone who uses it for real communication needs. World English need not be modeled closely on one nation's dialect. The type of English taught/learned would depend on the student's own goals. In reality, most students learn a national variety of English (Brazilian, Greek, Egyptian, etc.), with an American or British flavor in terms of spelling, as well as some aspects of lexicon, syntax, and pronunciation. The criterion for acceptability is that it be mutually intelligible with other national Englishes, as well as with the standard British and American dialects.

12. In some countries, students are more apt to use their English as a lingua franca with speakers of third languages than with native speakers. For example, a Venezuelan may use English in Curaçao, an Arab uses it in Cyprus. Meetings with German and Italian participants are often in English—with no native speakers of English present.

Continued on next page

TESL vs. TEFL *Continued from page 35*

13. ESL textbooks are priced to the dollar or pound, so they do not seem unduly expensive in the US or UK. Textbook selection does not primarily depend on the price of the text.

14. Teachers usually have fewer than 20 hours per week of contact hours, and relatively few take on second jobs. Most have time for preparation and correction, and they consider these to be normal, routine activities.

15. Americans tend to see innovation and change as normal and exciting, often experimenting readily with new materials and techniques. Many such materials and techniques were developed by such native-speakers teaching ESL in the US or UK.

16. Most ELT texts are written with the ESL market in mind, therefore containing material and skills development for survival in the US or UK.

17. The native-speaker ESL teacher often plans curricula and uses activities most appropriate to US or UK learning styles.

13. In developing countries, the price of textbooks is critical. Many excellent books are ruled out because of the excessive burden they would place on students' budgets.

14. In some developing countries, it is not unusual for teachers to have more than 50 contact hours (teaching) per 6-day week in their two or more jobs, leaving very little time for preparation, correcting papers, in-service training, or learning to use new texts or techniques.

15. Many cultures see change and innovation as threatening and anxiety-provoking. Such attitudes may make them more resistant to the introduction of new materials and techniques. A student-centered classroom is out of the question for many traditional teachers.

16. Using ESL texts for EFL means either deleting such culture-bound material or else teaching students things they will not need.

17. The EFL teacher must consider the students' learning styles when planning the curriculum and the methods to be used.

JOB OPENINGS

Continued from page 32

Eastern Michigan University, Ypsilanti, Michigan. Opening for Assistant Professor in Foreign Languages/Bilingual Studies. Qualifications: Ph.D. required prior to September '87, with concentration in TESOL/Second Language Acquisition. Successful teaching experience in ESL and TESOL training programs required. Experience with ESP courses, CAI and overseas teaching and knowledge of a foreign language desirable. Responsibilities: Teaching and advising ESL and graduate TESOL students; Active participation expected in departmental and professional activities. Salary: Excellent benefits package and salary commensurate with experience. For consideration submit a detailed vitae, updated transcripts and three letters of reference. Initial screening planned prior to TESOL Convention. Send materials before May 1, 1987 to: Position FL, c/o Jean Bidwell, Department Head, P.O. Box 920, Human Resources, Eastern Michigan University, Ypsilanti, Michigan 48197. AA/EOE

The English Teaching Program of the American Cultural Center, Bujumbura, Burundi (Central Africa) is looking for candidates for the position of English Teaching Fellow (starting October 1987). Qualifications: M.A. in TESOL and overseas teaching experience. Working knowledge of French required. Teaching 15-20 hours a week with some materials development and teacher supervision duties. Program is well-equipped with adult population. Salary in the high teens, housing allowance, round-trip plane transportation, four weeks vacation. Resumes accepted and interviews at TESOL Miami. See Lorraine Denakpo, Fontainebleau Hilton, April 21 to 24, 1987.

Portland Public Schools, Portland, Oregon. Opening for Evaluation Specialist in the ESL/Bilingual Program. Responsibilities: collects participation and performance data on Limited English Proficient (LEP) students; develops historical data base on ESL/Bilingual students; evaluates program services. Applicants should have Masters Degree in education or social science research with at least three years prior experience. Ph.D. preferred. Salary range: \$27,434 to \$34,446 annually, depending on experience (salary to be adjusted based on 1987-88 salary guide). Excellent benefits. Send resume, cover letter and 3 letters of reference to Patricia Ryan, Personnel Department, Portland Public Schools, P.O. Box 3107, Portland, OR 97208-3107. (503) 249-2030. Ext. 3. Application deadline is Thursday, April 30 at 5:00 p.

Orono, Maine. English as a Second Language. Director of Intensive English Institute. Experienced ESL teacher to develop and direct an intensive English institute and coordinate other ESL programs. Ph.D. preferred, M.A. required. Experience in an intensive program highly desirable. One-year appointment with possibility of renewal if enrollment in institute so justifies. Salary negotiable. To begin May 1, 1987. Send letter of application and CV to: Burton Hatlen, Chair, Department of English, University of Maine, Orono, Maine 04469. AA/EOE

Pitzer College, Claremont, California. Several part-time and full-time positions for instructors in short-term academic ESL summer programs: July 6—August 14, July 13—August 8, or July 13—August 3. Requirements: Graduate degree in TESOL or applied linguistics and ESL teaching experience. Duties include teaching 10-20 hours per week, preparation and participation in staff development workshops. Send letter of application and resume by May 1 to Carol Brendt, Director, Programs in American College English (PACE) for international students, Pitzer College, 1050 North Mills Ave., Orl. California 91711-6110. AA/EOE

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by John F. Haskell
Northeastern Illinois University

In 1979 I asked a number of respected teacher trainers to send me a list of the ten books they would consider a basic library for an ESL/EFL teacher, and thus was born, what Dick Yorkey called, the Bare-bones Bibliography. In the fall of 1981 I was invited, as a member of the TESOL Executive Board, to the home of James E. Alatis, the executive director of TESOL, at which time he proudly showed me his bare-bones bibliography bookshelf, a shelf in his library on which he was collecting books listed in the bare-bones bibliography. The lists below and the title of this article are taken from Dr. Alatis' bare-bones bookshelf, and this article is dedicated to him.

I have thought about Dr. Alatis' bookshelf often, since that time, for, though I have not seen it since, I have looked at my own bare-bones bibliography bookshelf and the many books added to it over the years and wondered if he was having the same problem I was—how to get back to a more basic list of things—a list of books that would fit my shelf. I looked at my bookshelf and pondered the need to replace some books and what to add to my Stevicks, my Paulston and Bruder, my well worn Crowell. Of course, as many contributors have pointed out, both in 1979 and now, ten is not only arbitrary, but difficult to limit oneself to. All have pondered the question of just what the list or the shelf should actually contain. Should it include books that the teacher should have read or only those that are practical, useful—references and tools. As you will see in the lists that follow, most contributors included both. Not a few of the lists are specialized.

While the intent in 1979 was to produce for the reader a basic set of ten books, that goal proved nearly impossible. It was concluded then that there were some nine categories of books, slightly overlapping, into which books on most lists generally fell. There was enough agreement in these categories for the reader to select a basic set of books by choosing something from each category. These included (1) a general methods book (Widdowson, Robinett, Rivers and Temperly and Paulston and Bruder's books were most often mentioned); (2) topical methods books (Smith's *Understanding Reading*, Prator and Robinett's and Bowen's pronunciation books, and Van Eke's *Threshold Level* were most frequently mentioned); (3) grammar and linguistics (some version of Quirk et al.); (4) testing (Harris or Heaton); (5) current trends or second language acquisition (Stevick's *Memory Meaning and Method*); (6) materials (Stevick or Madsen and Bowen); (7) teacher reference (a dictionary); (8) language and culture (Hall); and (9) miscellaneous (Kelly).

The current collection, while occurring after a period of enormous activity in the publication of new books, does, nevertheless, produce a clearer set of "popular" or currently desirable volumes. There are, still, however, some two hundred different books mentioned by some twenty-five individuals and while this includes a significant number of 'second choices' by nearly every list maker, it suggests the difficulty of coming up with a single list of books rather than a set of categories. Some eighteen selections do seem to stand out as more often selected and seem to make up a fairly well-rounded (a la the bare-bones bibliography categories) set of volumes. It seems to be

missing only a testing volume, a volume on language and culture, and a 'materials' volume, from the 1979 categories. From the paucity of books mentioned either in 1979 or 1986 in these categories, it suggests to me the need for some good contributions in these areas. There simply does not seem to be an adequate enough book on testing for ESL/EFL teachers nor a decent book which discusses language and culture from the point of view of the needs of the classroom teacher, at least in the eyes of most of the list makers. (I note, however, that Joyce Valdez has a new book *Culture Bound*, which has just been published by Cambridge.) There was less problem coming to terms with special materials volumes though everyone seemed to have their own in mind. This is perhaps a result of the wide variety of materials available. There are specific texts mentioned on many lists, for example, Hines' *Skits in English*, Via's *English in Three Acts*, Osman and McConochie's *If You Feel Like Singing*, Virginia Allen's *Inside English*, Dick Yorkey's *Study Skills*, or Penny Ur's *Discussions that Work*. Books on materials preparation, however, seem to be scarce. All three of these categories are generally included in most basic methods texts, and perhaps, as with the paucity of books in the area of reading and composition of a few years ago, the next wave of publishing will include books in these areas.

Nevertheless, I think you will enjoy what follows. I hope that it will help you make up your own Bare-bones Bibliography Bookshelf.

BOOKS FOR TEACHER TRAINING OVERSEAS

by Kathleen Bailey
Monterey Institute for International Studies

Dear John:

Here is the list of books I'd take with me if I were going overseas. I may still not be conforming to the task as you envision it, but I'll try to be responsive to your directions and still be true to my own principles.

As I recall the assignment, you wanted me to say what basic library I'd take overseas with me if I were working on a very limited budget or with limited luggage space. I have tried to think of myself in the position of a naive or inexperienced teacher, but I really don't want to do that. In the first place, I don't want to encourage naive, untrained, inexperienced teachers to go overseas and claim to be TESOL professionals. Secondly, I can't seem to divorce myself (ugly phrase!) from my research training, and from my central presupposition that ESL/EFL teachers at least need to be able to read and critically interpret the research literature, as it comes out, in order to make principled decisions in the classroom.

I am not denying the "art" side of our science, or the ability good teachers have to determine intuitively what their students need. However, I am assuming that if I (or any qualified MA holder) were to go overseas, some teacher-training duties would ensue. Likewise, testing and curriculum/materials design would probably be part of my responsibilities, in addition to classroom teaching.

My list is governed by these assumptions, and by the fact that I'd carry what I can remember in my head, and what I can't easily

remember in my books. I have virtually no examples of ESL materials in my bibliography, because (a) I'm not crazy about anything on the market, (b) I wouldn't know what, if anything, the students could afford to buy, and (c) I probably wouldn't know in advance what their instructional needs might be. For these reasons, I would rely on teacher-made materials at first, until I had a clear understanding of the students' levels, needs, and interests.

While this list only contains 8 items, I hope it is useful to your readers.

M. Celce-Murcia and D. Larsen-Freeman's *Grammar Book* (Newbury House) would be first on my list. It contains both facts about the structure of English and good ideas for presentation and practice of those forms. It is informed largely by transformational generative grammar, but it also includes information from discourse analysis and second language acquisition research.

R. J. Shavelson's *Statistical Reasoning for the Behavioral Sciences* (Allyn and Bacon, 1981) would be my second choice. This is the most complete single-volume treatment of research design and statistics I have found. It would provide for all my needs as a reader interpreting research, as well as almost everything I would want to know if I were to try to conduct original research in the field. It is both detailed and technical, but the frequent illustrations make it intelligible to the average reader who is willing to take the time to work through the examples.

H. D. Brown's *Principles of Language Learning and Teaching* (Prentice Hall, second edition forthcoming) would be a useful addition for understanding (and communicating to teacher trainees) some of the basics of psychology that underpin our field. This book is a potpourri of useful information, ranging from methodology to research.

I'd take a standard dictionary. Since dialect questions are bound to arise, it'd be helpful to take one that lists both British and American variations. One of my own favorites is the *Random House Dictionary of the English Language*.

Since I'd probably get stuck with needs assessment responsibilities, I'd take John Munby's *Communicative Syllabus Design* (Cambridge University Press, 1978). While his instrument is cumbersome, it is a very comprehensive beginning point for conducting needs analyses.

I'd take a collection of my own favorite handouts—those which I have developed and refined over the years. Some of these are prototypes for activities (e.g., guidelines for writing multiple-choice items); others are activities themselves (e.g., my favorite cloze passages for testing verb forms).

I'd subscribe to the *TESOL Quarterly* and the *TESOL Newsletter*, and become a member of the Teaching English Abroad Interest Section of TESOL, whose newsletter I would then receive. These three publications would provide me with very useful information on both research and practical developments in the field.

I'd take the most recent edition of the *Norton Anthology of English Literature*, and a comparable collection of American literature, since I'd probably be assigned to teach literature courses if I were to work in a university setting.

Continued on next page

BARE ESSENTIALS FOR AN ITINERANT ESL/EFL TEACHER

by H. Douglas Brown
San Francisco State University

Dear John:

My list of ten books that would provide the bare essentials for an itinerant ESL/EFL teacher includes several categories: (a) basic reference books on the theoretical foundations of language teaching (#1 and #2); (b) books on methods and techniques, or, in Richards and Rodgers' terminology, designs and procedures (#3 and #4); (c) references on the basic skill areas of language teaching and a grammar reference book (#5 through #9); and (d) a comprehensive book on language testing (#10).

Brown, H. Douglas. 1987. *Principles of Language Learning and Teaching*. Second Edition. Prentice-Hall, Inc. I suppose it is a bit immodest to cite one's own book right at the top, but I wouldn't have written this book—nor updated it just this year—if I weren't convinced it provided a comprehensive overview of the field from a theoretical perspective.

Celce-Murcia, Marianne. 1985. *Beyond Basics: Issues and Research in TESOL*. Newbury House Publishers. This book is a storehouse of references to recent research in a number of special topics. It can serve well as a reference for the experienced teacher who needs a good research update.

Richards, Jack C. and Rodgers, Theodore S. 1986. *Approaches and Methods in Language Teaching*. Cambridge University Press. This is a gem of a book, a must for anyone who has not internalized the basic tenets of recent methodological trends in the field. The authors offer readable, concise, and authoritative summaries and commentaries.

Bowen, J. Donald, Madsen, Harold, and Hilferty, Ann. 1985. *TESOL Techniques and Procedures*. Newbury House Publishers. Here is a basic manual of techniques and procedures in speaking, listening, reading, writing, and related areas.

Brown, Gillian and Yule, George. 1983. *Teaching the Spoken Language*. Cambridge University Press. This marvelous textbook deals with teaching of speaking skills beyond just the pronunciation level into communicative discourse.

Ur, Penny. 1981. *Teaching Listening Comprehension*. Cambridge University Press. Another in a series of practical textbooks on communicative approaches to teaching.

Nuttall, Christine. 1982. *Teaching Reading Skills in a Foreign Language*. Heinemann Educational Books. The title is self-explanatory.

Freedman, Aviva, Pringle, Ian, and Yalden, Janice. 1983. *Learning to Write: First Language/Second Language*. Longman Group, Ltd. Rounding out a series of books in the "four skills" is this one on teaching writing.

Frank, Marcella. 1972. *Modern English: A Practical Reference Guide*. Prentice-Hall, Inc. No ESL/EFL teacher should be without a basic grammar reference book. This one is a favorite of mine, but there are a number of other good books in this category.

Oller, John W. 1979. *Language Tests at School*. Longman Group, Ltd. This book is getting dated, and I wish John Oller would update it. It is an excellent resource on language

testing, with the kind of material that every teacher ought to know. If a teacher has already mastered principles of testing, then another interesting book is the forthcoming, highly practical Annotated Bibliography of ESL/EFL Tests, edited by Karl Krahne and Charles Stansfield, to be published by TESOL in 1987.

AN ESSENTIAL TESL LIBRARY

by J. Donald Bowen
University of California at Los Angeles

Andersen, Roger W. *Pidginization and Creolization as Language Acquisition*, 1983.

Blair, Robert W. *Innovative Approaches to Language Teaching*, 1982.

Bolinger, Dwight. *Aspects of Language*, 1975.

Bowen, J. Donald. *Patterns of English Pronunciation*, 1975.

Bowen, J. Donald, Harold S. Madsen, and Ann Hilferty. *TESOL Techniques and Procedures*, 1985.

Celce-Murcia, Marianne and Diane Larsen-Freeman. *The Grammar Book: An ESL/EFL Teacher's Course*, 1983.

Hatch, Evelyn. *Psycholinguistics: A Second Language Perspective*, 1983.

Lakoff, George and Mark Johnson. *Metaphors We Live By*, 1980.

Madsen, Harold S. and J. Donald Bowen. *Adaptation in Language Teaching*, 1978.

Stevick, Earl W. *Teaching Languages: A Way and Ways*, 1980.

MY "TOP TEN" FOR TESL/TEFL TEACHERS

by Andrew D. Cohen
Hebrew University of Jerusalem

Dear John:

The following is a list of some of the basic books that keep coming up in my bibliographies and recommendations to student-teachers and experienced teachers. Naturally, such books are complemented by a number of key articles, as well. I have included several remarks as to why I think they should appear in my "top ten."

Stern, H. H. 1983. *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press. 582 pp. The amount of information about language teaching and learning contained in this volume is truly amazing. Its historical and interdisciplinary nature makes it most valuable.

Rivers, Wilga M. 1981. *Teaching Foreign Language Skills*. Chicago: University of Chicago Press. 562 pp. This volume is an impressive, largely objective source of information about language teaching, with special attention paid to issues of controversy.

Krashen, Stephen D. 1982. *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press. 202 pp. In my opinion, this volume—or another of the more current Krashen volumes—is a must for a language teacher. The author makes points that are worthy of consideration, even though there is controversy over the theoretical premises and empirical bases for these points.

van Els, Theo, Bongaerts, Theo, Extra, Guus, van Os, Charles, & Janssen-van Diten, Anne-Mieke. 1984. *Applied Linguistics and the Learning and Teaching of Foreign Languages*. London: Edward Arnold. 386 pp. This book is similar in some ways to the Stern volume and yet it is more focused on research results, and includes sections on gradation of course

content, textbook selection, and language testing.

Blair, Robert W. (Ed.) 1982. *Innovative Approaches to Language Teaching*. Rowley, MA: Newbury House. 328 pp. This volume is creatively put together, with contributions by the proponents of significant language teaching methods. The volume also includes Blair's honest review of his own successes and failures over the years and offers the eclectic method that he has come to espouse.

Larsen-Freeman, Diane. 1986. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press. 142 pp. This is a most useful description of the key innovative language teaching methods in the field today, as reviewed by someone who has been involved in training teachers in such methods over the years.

Nuttall, Christine. 1982. *Teaching Reading Skills in a Foreign Language*. London: Heinemann Educational. 233 pp. I have found this to be an outstanding volume on the reading process and on teaching EFL reading, written by a woman with years of field experience.

Raimes, Ann. 1983. *Techniques in Teaching Writing*. New York: Oxford University Press. 164 pp. This is a refreshingly direct and practical treatment of the teaching of EFL writing.

Nation, I. S. P. In press. *Teaching and Learning Vocabulary*. Cambridge, MA: Newbury House/Harper & Row. I am not sure of the final title, but I have read two pre-publication versions of the book over the years and have been most impressed with Nation's treatment of vocabulary issues. There is an excellent blend of theory, research, and practical suggestions for the teaching and learning of vocabulary.

Shohamy, Elana. 1985. *A Practical Handbook in Language Testing for the Second Language Teacher*. Ramat-Aviv, Israel: Tel-Aviv University. Experimental Edition, 221 pp. (To be published by Oxford University Press.) This volume represents a first-rate collection of principles, procedures, and examples in the planning, writing, administering, analyzing, and using of language tests.

TEN FOR THE 4 Bs: A COMPREHENSIVE LIST

by Steve Krashen
University of Southern California

Asher, J. 1982. *Learning another Language through Actions*. Sky Oaks Productions.

Cummins, J. 1984. *Bilingualism and Special Education*. Multilingual Matters.

Elbow, P. 1972. *Writing without Teachers*. Oxford Press.

Goodman, K. 1982. *Language and Literacy*. Routledge and Kegan Paul.

Krashen, S. 1982. *Principles and Practice in Second Language Acquisition*. Pergamon Press.

Krashen, S. and Terrell, T. 1983. *The Natural Approach: Language Acquisition in the Classroom*. Alemany Press.

Oller, J. 1979. *Language Tests at School*. Longman.

Smith, F. 1983. *Essays into Literacy*. Heinemann Educational Publishers.

Stern, H. 1985. *Reading without Nonsense*. Teachers College Press (second edition).

Stevick, E. 1976. *Memory, Meaning and Method*. Newbury House.

FOR THEORETICAL AND PRACTICAL CONSIDERATIONS IN TEFL

by Charles W. (Bill) Gay
Waseda University, Tokyo

Dear John:

I have listed the books below from the standpoint of teaching English as a foreign language with both theoretical and very practical considerations in mind, plus some emphasis on classroom techniques as so clearly discussed in Stevick's new text, *Images and Options in the Language Classroom*. Many foreign teachers of English have never considered the options listed in this very fine book.

Brown, H. Douglas. *Principles of Language Learning and Teaching*.

Grellet, Françoise. *Developing Reading Skills*.

Johnson, Keith, and Keith Morrow. *Communication in the Classroom*.

Krashen, Stephen, and Tracy Terrell. *The Natural Approach*.

Moskowitz, Gertrude. *Caring and Sharing in the Foreign Language Class*.

Rivers, Wilga M. *Communicating Naturally in a Second Language*.

Savignon, Sandra. *Communicative Competence: Theory and Classroom Practice*.

Stern, H. H. *Fundamental Concepts of Language Teaching*.

Stevick, Earl. *Images and Options in the Language Classroom*.

Stevick, Earl. *Teaching Languages: A Way and Ways*.

A MODEST TEN

by Jack Richards
University of Hawaii at Manoa

Dear John:

Modesty and an innate sense of good taste prevent me including any of my own superb books (such as the outstanding collection of my papers *The Context of Language Teaching*, Cambridge 1985, or the book that defines every term you ever wanted to know—and less, *The Longman Dictionary of Applied Linguistics*—(with John Platt and Heidi), Longman 1985, or *Approaches and Methods in Language Teaching*, with Ted Rodgers, Cambridge 1986, exquisite bedtime reading and a favorite choice for discriminating Christmas, Hanukkah or Ramadan gifts. And now to less serious matters. I would include the following:

M. Ashworth. *Beyond Methodology*. Cambridge 1985. This looks at the wider context of language teaching and gives an excellent picture of factors which need to be looked at beyond the instructional process itself.

G. Brown, and G. Yule. *Teaching the Spoken Language*. Cambridge 1983. This is a scholarly but readable introduction to a complex topic, with useful curriculum guidelines.

L. M. Calkins. *The Art of Teaching Writing*. Heinemann 1986. This describes the author's work with native language instruction, but is a beautifully written account of how a process-based approach can be used with young learners.

R. Ellis. *Understanding Second Language Acquisition*. Oxford 1985. Ellis has succeeded in boiling down a ton of tedious research reports into a readable, well organized and insightful survey of SLA.

F. Grellet. *Developing Reading Skills*. Cambridge 1981. This is full of stimulating

suggestions on how to use authentic texts as the basis for developing a variety of reading strategies.

A. P. R. Howatt. *A History of English Language Teaching*. Oxford 1984. Although this covers only British ELT history, Howatt has uncovered a wealth of background information on the people and ideas that have shaped the development of our field.

W. Littlewood. *Communicative Language Teaching*. Cambridge 1981. A clear presentation that looks at all the skills from a communicative perspective.

D. Nunan. *Language Teaching Course Design: Trends and Issues*. National Curriculum Resource Centre, Adelaide, Australia, 1985. This little book from down under looks at current issues and solutions in language curriculum development, and shows that there's a lot more planning and evaluation involved in good course design than is often acknowledged.

C. Nuttall. *Teaching Reading Skills in a Foreign Language*. Heinemann 1982. The best general introduction to the teaching of reading in ESL.

H. H. Stern. *Fundamental Concepts of Language Teaching*. Oxford 1983. Erudite and broad ranging, Stern covers the major educational, linguistic, psychological and pedagogic issues and traditions that have contributed to the evolution of the field of language teaching.

A VALUES CLARIFICATION EXERCISE

by Diane Larsen-Freeman
International School for Living

Dear John:

Thanks for the invitation to contribute my bare-bones bibliography. I found drawing it up to be challenging, but also very useful as a values clarification exercise.

The following are my ten selections. They are not rank-ordered; however, I have tried to group them so that the first books on my list deal with language, the middle group with language teaching and the last few with language learning.

Randolph Quirk, Sidney Greenbaum, Geoffrey Leech and Jan Svartvik, *A Comprehensive Grammar of the English Language*. London: Longman, 1985.

A good reference grammar is indispensable, and after viewing this book's size alone, no one can argue about its comprehensiveness!

Marianne Celce-Murcia and Diane Larsen-Freeman, *The Grammar Book: An ESL/EFL Teacher's Course*. Rowley, Massachusetts: Newbury House, 1983.

Marianne Celce-Murcia and I wrote *The Grammar Book* several years ago because no book existed which trained ESL/EFL teachers in the subject matter which they have chosen to teach. To my knowledge this is still the case today.

Raymond Clark, Patrick Moran and Arthur Burrows, *The ESL Miscellany*. Brattleboro, Vermont: Pro Lingua Associates, 1981.

A compendium of useful information for ESL teachers ranging from lists of situations, topics, and cultural aspects to pronunciation, punctuation and spelling guidelines.

H. H. Stern, *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press, 1983.

An interesting and provocative presentation of a theory of language teaching. The fundamental concepts are traced historically and

viewed from the perspectives of our sister disciplines of linguistics, psychology, sociology, etc.

Earl Stevick, *Teaching and Learning Languages*. Cambridge: Cambridge University Press, 1982.

This work builds on Stevick's earlier work on memory. Included are many teaching techniques and an introduction to his powerful notion of "personal competence."

J. Donald Bowen, Harold Madsen and Ann Hilferty, *TESOL Techniques and Procedures*. Rowley, Massachusetts: Newbury House, 1985.

Provides a valuable historical perspective and analyzes the four skills and different areas of language, offering useful teaching suggestions for each. Also includes a discussion of evaluation and curriculum planning.

Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*. New York: Oxford University Press, 1986 or Jack Richards and Theodore Rodgers, *Approaches and Methods in Language Teaching: A Description and Analysis*. New York: Cambridge University Press, 1986.

Both of these books deal with the "innovative language teaching methods," with which all language teachers should be acquainted.

Earl Stevick, *Images and Options in the Language Classroom*. New York: Cambridge University Press, 1986.

Its value lies in exploring with teachers all of the options that are available for classroom activities and for helping teachers to see the advantages and disadvantages in the choices they make.

Marianne Celce-Murcia, Ed. *Beyond Basics: Issues and Research in TESOL*. Rowley, Massachusetts: Newbury House, 1985.

The authors of articles in this anthology discuss important issues which may not have immediate classroom application but which are critical to the education of language teachers: second language research, classroom-centered research, culture, etc.

Betty Wallace Robinett and Jacquelyn Schachter, Eds., *Second Language Learning*. Ann Arbor, Michigan: The University of Michigan Press, 1983.

Articles in this volume deal with contrastive analysis, error analysis and other aspects of second language research. The articles have been well-selected and represent some of the classics in the field.

If I may be allowed to bend the ten-book rule a little, I would add that teachers would be helped by being familiar with at least one good ESL student textbook series. They should also, of course, be members of TESOL and read the *TESOL Quarterly* and other professional publications regularly.

There are many issues that have gotten short-shrift in my ten-book bibliography. I have opted for books with more general themes rather than books which deal with important individual topics such as the teaching of culture, language testing, the teaching of reading or writing or certain types of second language acquisition research. Since I believe teaching to be a matter of making informed choices, and reading is one way of becoming informed, teachers will undoubtedly wish to consult books on these topics as well. This bibliography is thus only a beginning.

P.S. Earlier, when I was drawing up this list, I debated about whether or not to include P. Douglas Brown's *Principles of Language*

Continued on next page

Learning and Teaching (Prentice-Hall) among my ten selections. At the time, I decided to omit it since I felt it was a bit out of date. However, I have just received a copy of the brand new second edition and now feel it deserves a prominent place on my list. It provides its readers with easy access to much of the theoretical underpinnings of our field.

PUTTING SOME FAT ON THE BONES

by Darlene Larson
New York University

Dear John:

What a different task it is in 1986 from the challenge you posed in 1979! Then, I at least felt as if I knew what there was to choose from among materials in the United States and a few used in other places in the world as well. Today, after the number of books and materials have simply mushroomed, I cannot pretend to have read everything available, much less, used it with a group of students.

As I contemplate the making of this list, your phrase, "train and sustain" rings in my ears. It is "sustain" that I like, hoping that any books I buy will provide new discoveries each time I return to their pages.

Until Fanselow's *Breaking Rules* becomes available, I think it is important to have things on the teacher's shelf that remind one of alternatives. Boorstin's *The Discoverers* provides an excellent reminder that many things are the way they are just because someone happened to see them that way.

Speaking of seeing reminds me that I'd choose what I call a "right brain book" next. Betty Edwards' *Drawing on the Right Side of the Brain*, Horst Abraham's *Skiing Right* (from *TN's* Miniscales), or Tim Gellway's *Inner Game of Tennis* would all serve the purpose.

Then there are those who see things in new ways (to us) not because they are seeking alternatives or using their brain's power to its fullest, but because they are from different cultures and communities. Today there are many volumes available regarding cultural differences, but I'll still go with Edward Hall's *The Hidden Dimension*. That is not to say that I like his subsequent volume on culture where I think he missed lots of points. Shirley Brice Heath's *A Way with Words* is another wonderfully revealing work in this area.

Since we last assembled this spartan skeleton, Marianne Celce-Murcia and Diane Larsen-Freeman have given us *The Grammar Book*. All new TESOL specialists could benefit from a copy on the shelf. Encouraging native English speaking teachers to rely on their own understanding and idiom may have its benefits to a point. I would opt, however, for encouraging them to continue being students of the language. Along these lines, I'd have to recommend a good dictionary in addition to Longman's *Lexicon*. All three are essential.

Even if you repeat your 1979 item 6, I want it on my list, too. The *TESOL Quarterly* and the *TESOL Newsletter* should be first on the list. Now, with the *TN* Supplements, this selection is more useful for new teachers than ever before. Of course, I'd like to add here a complete set of the *On TESOL* series, but that would put me quite far over my limit, wouldn't it?

As for other journals or articles, I cannot think of a better collection than that of Haskell for giving a new teacher an overview of issues and topics that have intrigued the field in the

last decade. Is it available yet for wide distribution?

How can I pick just one more volume? One's professional resource shelf wouldn't be complete without at least one of Stevick's insightful volumes, yet if I opt for Stevick, I'll have to leave out Frank Smith, and everyone should own either *Understanding Reading or Comprehension and Learning*.

For my extras, to be added later, I'd like to mention some student texts, for special purposes, that, to my way of thinking have yet to be replaced. Mary Hines' *Skits* . . . is probably the most widely xeroxed material in the business. I've met someone at every meeting who has used one but doesn't own the book. Sorry to say, it's probably the one their methods teacher xeroxed to use as an example. Yorkey's *Study Skills*, Osman and McConochie's *If You Feel Like Singing*, and Polly Davis's *English Structure in Focus* are superb volumes that accomplish what they set out to do.

Forgive me if I've added a little fat to the bones, but just think of all the good volumes I've omitted. If you're going to do this again, I'd better start reading right now! As before, I can't wait to read the collection again.

DUSTING "THE BONES"

by Mary Hines
Hines Video Design Company, New York

Dear John:

My bare bones bibliography represents three needs: references for myself as a teacher, texts for use with students regardless of the class setting (academic v. adult course) and texts I use when working with teachers in pre-service and in-service programs.

They are usually supplemented by others but the one book I turn to regularly to confirm or inform myself about the structure of English is Thomson and Martinet's *A Practical English Grammar* (Oxford University Press 1969). On a more structural level I use the transformational perspective of Paul Roberts' *English Sentences* (Harcourt Brace 1962). OUP's *Advanced Learner's Dictionary* is the one I assign to high intermediate and advanced students. Its grammar section supplements and elaborates on the principles inherent in Roberts and in its entries in the dictionary section match verbs with basic sentence patterns laid out graphically in the introduction.

To supplement basic books with students of various proficiencies I use my own *Skits in English* (Regents 1980) and Carolyn Graham's *Jazz Chants*, both engaging students in active production of the language as they master the nuances delivered by stress and intonation. Maley and Duff's *Drama Techniques in Language Learning* (Cambridge) and Andrew Wright's *Games for Language Learning* (Cambridge) and compendiums, recipes, if you will, of specific classroom activities outlined step by step and in Wright's case with ample information of what you have to do ahead of time in order to use them effectively. Wright also cross-references student proficiency and complexity of language and to that extent has a recognizable, if not systematic, structural focus. Maley and Duff do not signal the match between proficiency and task, for their focus is on the functional features. Activities from these two books can be taken as is or modified for almost every conceivable classroom setting. As a result they are very good for direct classroom use but also with potential teachers in the process of examining and expanding their

repertoire of classroom activities. As Earl Stevick noted years ago, Maley and Duff's introduction is also one very neat and concise statement describing the salient features of language that the functional school has highlighted for us.

The remaining books in my bare bone collection are those for use in a teacher education program. F.G. Kelley's *Twenty Centuries of Foreign Language Teaching* puts our work in perspective and is a good point of reference regarding principles of learning and teaching which have held up through the generations. It provides a wonderful gestalt to those entering the field a humorous comment to those already practicing. Indispensable in in-service or pre-service settings is Stevick's *Adapting and Writing Language Lessons* (Foreign Service Institute 1971) a precursor of the functional approach. It lacks the jargon that emerged in the seventies although Stevick coins his own highly technical terminology. The book, nevertheless, lists major considerations of second language teaching that have to be taken into consideration when teachers develop their own material.

I use Eric Berne, M.D.'s *The Games People Play* as a book to help teachers develop an understanding of the psychological complexities that abound in any ESL classroom which must be taken into consideration lest all concrete applications of principles are reduced to naught. Similarly, I rely on John Fanselow's *Breaking Rules* (Longman forthcoming), a good study of perception, as a text to shake teacher preconceptions about teaching and learning and to encourage them to trust and explore their own insights about what might work with them in a particular classroom.

A final note. I have not checked to see how much my list resembles my last contribution but I have to add that in teacher education settings I have used the original "Bare Bones Bibliography" as class material. How good it is to have you shake dust and do some housecleaning.

"BARE BONES" FROM ITALY

by Mary Finocchiaro
USIS, Rome, Italy

Dear John:

I tried to "temper" this effort. Above all I am concerned about classroom teachers with heterogeneous groups.

- Alatis, J., Altman, H., Alatis, P. (eds.) 1981. *The Second Language Classroom*, Oxford University Press, New York.
- Allen, J. and P. S. Corder (eds.) 1974. *The Edinburgh Course in Applied Linguistics*, Oxford University Press, England.
- Dulay, H., M. Burt, and S. Krashen. 1982. *Language Two*, Oxford University Press.
- Ellis, Rod. 1984. *Classroom Second Language Development*, Pergamon Press Ltd., England.
- Finocchiaro, M. and C. Brumfit. 1984. *The Functional Notional Approach, Theory and Practice*, Oxford University Press, New York.
- Hatch, E. (ed.) 1978. *Second Language Acquisition*, Newbury House, Rowley, Mass.
- Leech, G. and J. Svartvik. 1975. *A Communicative Grammar of English*, Longman, London.
- Richards, J. (ed.) 1974. *Error Analysis*, Longman, London.
- Rivers, W. & M. Temperley. 1979. *A Practical Guide to the Teaching of English*, Oxford University Press, New York.

- Strevens, P. 1977. *New Orientations in the Teaching of English*, Oxford University Press, England.
- van Ek, J. 1976. *The Threshold Level for Modern Language Learning in Schools*, Longman, England.
- Widdowson, H. 1978. *Teaching Language as Communication*, Oxford University Press, England.

NINE CHOICES AND A TENTH FOR "SANITY"

by Elliot L. Judd
University of Illinois at Chicago

A teacher must understand the field from a methodological, historical and practical perspective, therefore, I have chosen:

Brown, H. Douglas. *Principles of Language Learning and Teaching*.

Stern, H. H. *Fundamental Concepts of Language Teaching*

Ashworth, Mary. *Beyond Methodology: Second Language Teaching and the Community*. Cambridge University Press.

Certainly, a background in various approaches/methods should be known, therefore Richards, Jack and Rogers, Theodore. *Approaches and Methods in Language Teaching*.

However, should someone be so entranced in the latest method, I would suggest caution and therefore, I would include:

Clarke, Mark. "On bandwagons, tyranny and common sense." *TESOL Quarterly* 16,4: 437-448.

A nice anthology, mixing the practical with the theoretical, is about to come out, so I would add

Richards, Jack and Michael Long. *TESOL: A Reader* (scheduled for release by Newbury House this winter)

You have to know about the English language, and thus

Celce-Murcia, Marianne and Diane Larsen-Freeman. *The Grammar Book*

Crowell, Thomas Lee. *Index to Modern English*

My ninth choice is really not a book but, based on my firm beliefs as well as my delight in not totally being able to follow orders, I would suggest that a person glance through all the volumes of *On TESOL* and stop and skim what is there—there were not only a lot of good articles (both theory and practical), but as a whole, they provide a nice historical overview of our profession—what was "hot" at various periods.

Finally, for anyone who must work in life's real world of bureaucracy, irrationality and incompetence, I would offer my final suggestion in attempt to keep sanity;

Heller, Joseph. *Catch 22*

THE INSPIRATIONALS

by Jean Handscombe
North York, Ontario, Board of Education

Faced with a request from the Editor of this special issue of the *TN* to provide a list of 10-12 titles of *basic books* for an ESOL professional's library, my inclination would be to look to a list such as that supplied by the other 19 people whom he had also approached!

Not that I do not read—or recommend that others read—such books. I do. Indeed, some of the titles which I know will be mentioned in this issue are ones that I wish I had written myself! Nor do I underestimate the effect that those books have had on how I teach and how I explain that teaching to myself and others. It's just that when I think about the books that have

had the most influence on how I approach this field, I keep feeling myself drawn to titles which are on the fringes of ESOL.

With your, and Editor Haskell's indulgence, therefore, it is this category of books which I would like to share with you. My generic title for them is *The Inspirational* because of the effect that they have had on me; some have helped me to define a role, others to chart a course and yet others have been the trigger for all kinds of successful, enjoyable language learning activities in, and out of, the classroom.

Experience and Education, John Dewey, 1963, Collier-MacMillan

A philosophy of education I have no trouble subscribing to and one I find particularly adaptable to language teaching, e.g. "... it is part of the educator's responsibility to see equally to two things: First, that the problem grows out of the conditions of the experience being had in the present, and that it is within the range of the capacity of students; and, secondly, that it is such that it arouses in the learner an active quest for information and for production of new ideas."

Teacher, Sylvia Ashton-Warner, 1963, Secker and Warburg

An early account of the Language Experience Approach to teaching reading and writing skills. Its advantages, especially in cases where the teacher and learners do not share the same language/dialect and culture, are made very clear.

Family, Margaret Mead and Ken Heyman, 1965, The Macmillan Company

The text is interesting—written with typical Mead-like authority—but the photographs are stunning. Since first looking at this book, I have enjoyed selecting and using photographs which stimulate discussion of similarities/differences, past/present/future, mood, scale, etc.

Children's Minds, Margaret Donaldson, 1978, Fontana

A warning against underestimating children's intellectual powers and an insistence that if these powers are to develop then children must be helped to gain some control over their thinking and their use of language, including a conscious awareness of the choices available to them.

Notebooks of the Mind: Explorations of Thinking, Vera John-Steiner, 1985, University of New Mexico Press

A reminder that my own education, with its heavy emphasis on language as the primary means of transmitting and exploring ideas has neglected important visual and kinesthetic approaches to learning. I must be careful not to pass my blinders/blinders on to others.

The Lonely Londoners, Samuel Selvon, 1956, A. Wingate

An entertaining and moving introduction to the language and cultural patterns of some Caribbean emigrants to England. I choose this as a single example of the many short stories and novels I have enjoyed which are good reads in themselves but also provide me, as an outsider, with valuable information for later—hopefully judicious—use in teaching specific groups of learners.

Foods of the World, 1968, Time Life Books

I find the whole subject of what people eat and how they prepare it a wonderful entry into otherwise unfamiliar cultural territory.

A Place Called School, John Goodlad, 1984, McGraw-Hill

Two important ideas from this one. Firstly that the individual school is and should be the

basic unit within an education system intent on renewing itself. Secondly, in the process of renewal, implementing change effectively involves anticipating the cybernetic effects such changes will have.

Sometimes a Shining Moment, Eliot Wigington, 1985, Doubleday

I like the "teacher as researcher" concept; this book provides an extended example of what that concept looks—and feels—like in practice from the depths of despair to the more than occasional "shining moment".

*The Education of H*Y*M*A*N K*A*P*L*A*N*, Leonard Q. Ross, 1937, Harcourt, Brace and World, Inc.

Only someone who has made as many mistakes in teaching ESL to adults as I have could have found as much relief in reading this book as I did!

Toward a Theory of Instruction, Jerome Bruner, 1966, Harvard University Press

Bruner's conclusion that "evaluation is best looked at as a form of educational intelligence for the guidance of curriculum construction and pedagogy" speaks volumes to me about curriculum design, teaching techniques and testing. Much of what has been written subsequently on all three of these topics he discussed in this early series of papers.

Ways with Words, Shirley Brice Heath, 1983, Cambridge University Press

Harold Rosen, another formative figure in my thinking, sums up better than I could a major reason why I like this book.

"Heath is a rare figure, an academic who does not see her role as a chastener of the ignorant. We do not have to hear yet again how teachers have got it all wrong, are victims of their cultural prejudices and are irredeemably class-bound, linguistically naive, and politically impotent. She operates amongst them as a colleague who shares their dilemmas and strategies. It can be put very simply; she is not seeking the accolades of the academy but intends, when her ethnography is put to work, to help students to learn". (*Harvard Education Review*, Vol. 55 No. 4 Nov. 1985)

I would dearly love to come across to the teachers and students with whom I work in a similar way.

You will have noticed that some of these titles are quite recent. I need a regular intake of this kind of nourishment to keep me going; suggestions will always be welcome.

EIGHT IS ENOUGH

by Carlos Yorio
Lehman College, CUNY

D. Bowen, H. Madsen and A. Hilferty. *TESOL Techniques and Procedures*, Newbury House.

H. Douglas Brown. *Principles of Language Learning and Teaching*, Prentice-Hall.

M. Celce-Murcia and L. McIntosh. *Teaching English as a Second/Foreign Language*, Newbury House.

William Littlewood. *Communicative Language Teaching: An Introduction*, Cambridge University Press.

J. Richards and T. Rogers. *Approaches and Methods in Language Teaching*, Cambridge University Press.

W. Rivers and M. Temperley. *Practical Guide to the Teaching of English as a Second Language*, Oxford University Press.

Continued on next page

Sandra J. Savignon. *Communicative Competence: Theory and Classroom Practice*, Addison-Wesley Publishing Co.

H. H. Stern. *Fundamental Concepts of Language Teaching*, Oxford University Press.

A RESOURCE LIST

by Joan Morley
University of Michigan

TESOL Newsletter 21st Anniversary Guest Editor John F. Haskell posed a very difficult problem, indeed, for our consideration. His basic assignment, in honor of James E. Alatis and the 20 years he has been our Executive Director, and in celebration of TESOL's coming of age, was the following:

"To put together . . .
... a beginning library of ten (or fewer) TESL/TEFL books,
... books which would comprise a basic collection but a well-rounded collection, as well,
... books which could both train and sustain a teacher in "whatever" teaching situations!

My first reaction was to elaborate the assignment by constructing a lengthy taxonomy of the variety of natural relationships which informed ESL/EFL teaching embraces. That exercise netted me an overwhelming pattern of "all human knowledge" and a nasty headache. My next step was to reflect for a bit on the need of all of us, as ESL/EFL teachers (whether new or experienced), for resources which will continuously expand our basic knowledge and continually provide us with creative ideas. With this in mind, my more modest plan of attack was to assemble a set of books which provide resource materials on (1) the English language, (2) principles and processes of language learning, and (3) principles and practices of language teaching.

Alatis, James E., H. H. Stern, and Peter Stevrens. 1983. *Applied Linguistics and the Preparation of Second Language Teachers: Toward a Rationale*. Georgetown University Press. Washington, D.C.

Thirty-seven of the papers presented and discussed during the 1983 Georgetown University Round Table on Language and Linguistics. Centering on the theme of language teacher education, these papers encompass a wide variety of the components within the interdisciplinary perspective of applied linguistics.

Blair, Robert W. 1982. *Innovative Approaches to Language Teaching*. Newbury House. Rowley, Massachusetts.

An anthology of sixteen articles which introduce a number of innovative approaches to language teaching. Many present provocative theory-and-practice alternatives to the more conventional methods in general use in second and foreign language classrooms today.

Brown, H. Douglas. 1987 (revision). *Principles of Language Learning and Teaching*. Prentice-Hall, Inc. Englewood Cliffs, New Jersey.

Twelve chapters on a wide range of the variables that comprise the complex process of second language acquisition. Building on one's general knowledge about the world, life, people, and communication, *PLLT* provides a comprehensive and up-to-date presentation of the theoretical foundations of foreign/second language teaching.

Brown, Gillian and George Yule. 1983. *Teaching the Spoken Language: An Approach*

Based on the Analysis of Conversational English. Cambridge University Press. Cambridge. London. New York.

Describes the features of spoken English, contrasts them with the features of written English, and presents practical techniques for teaching listening comprehension and spoken English. Written in nontechnical language, TSP invites teachers to apply the principles and techniques described to their own teaching situations.

Celce-Murcia, Marianne and Lois McIntosh. 1979. *Teaching English as a Second or Foreign Language*. Newbury House. Rowley, Massachusetts.

A collection of thirty papers addressing both theoretical and practical topics in a comprehensive introduction to ESL/EFL. It is designed to provide a knowledge of teaching methods, background on and strategies for teaching the language skills, an understanding of student factors, and information helpful to teachers and teacher-trainees.

Celce-Murcia, Marianne and Diane Larsen-Freeman. 1983. *The Grammar Book: An ESL/EFL Teacher's Course*. Newbury House. Rowley, Massachusetts.

Thirty-seven chapters which provide an extraordinarily comprehensive review of English grammar. TGB is intended to provide the ESL/EFL teacher with a fuller understanding of the English language and to serve as a resource of practical suggestions for classroom teaching.

Johnson, Keith and Keith Morrow. *Communication in the Classroom: Applications and Methods for a Communicative Approach*. 1981. Longman.

Seventeen papers written especially for this volume with the aim of suggesting ways in which communicative language teaching ideas can be applied to the classroom. CC includes introductory background about communicative language teaching and definitions of crucial terms, syllabus and course design (especially for groups of students who pose particular problems), and some of the diverse strands of communicative methodology.

Ladefoged, Peter. 1982 (revision). *A Course in Phonetics*. Harcourt Brace Jovanovich, Inc. New York.

This very readable text provides ESL/EFL teachers and teacher-trainees with a clear description of the complex features of the sound pattern of English. Chapters one through seven present a basic introduction to English articulatory phonetics and phonological processes including information about vowels, consonants, rules of English allophonic variation, and features of stress, rhythm, and intonation.

Madsen, Harold S. 1983. *Techniques in Testing*. Oxford University Press. New York.

Asserting that testing is an important part of every teaching and learning experience, TT has been prepared for both experienced and inexperienced ESL/EFL teachers who feel a need to improve their skills in constructing and administering classroom tests for teen and adult students. Test areas include reading, writing, listening, speaking, vocabulary, grammar, and pronunciation; TT also discusses evaluating the validity of tests.

Oller, John W. and Patricia A. Richard-Amato. 1983. *Methods That Work: A Smorgasbord of Ideas for Language Teachers*. Newbury House. Rowley, Massachusetts.

A collection of thirty-two articles which

provides a rich resource for ESL/EFL teachers and teacher-trainees. Predicated on the belief that the classroom provides an ideal setting for language acquisition, the editors of this volume have assembled a variety of tried and proven methods of the foremost authorities in the field. It has been called a *vademecum* for both pre- and in-service teachers.

Richards, Jack C. and Theodore S. Rodgers. 1986. *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge University Press. Cambridge. London. New York.

A clear and comprehensive analysis of major trends in language teaching in the twentieth century. A three-part descriptive framework is used throughout for highlighting methodological similarities and differences. (1) *approach*—the theory of language/language learning behind the method, (2) *design*—course objectives and language syllabus; roles of teachers, learners, and materials, (3) *procedure*—techniques/activities use in the method.

TEN FOR A GENERAL PURPOSE LIBRARY

by Peter Stevrens
Bell Educational Trust

Dear John:

The precaution of re-reading the 1979 Barebones Bibliography was a salutary experience. What a lot of old indispensables now seem just old hat, and how many luminaries have risen and set in just seven years!

I have tried to play the game by listing only ten books: without that constraint one would go on to name twenty, fifty, seventy . . . and still not find room for what is important. After all, the only difference between a beginning EFL/ESL teacher and a seasoned professional is that although they both know as much, the old hand knows where to look it up.

So, here is a list for starting a general-purpose library for one's personal use, divided between *reference works* and *methodology* (they are reference works, too, but in a different sense).

Works of Reference

Dictionaries. I find I need a dictionary with sensible pronunciation markings—hence IPA, not 'figured pronunciation'; a thesaurus-type reference, but better than dear old Roget, hence the Longman *Lexicon*, and a dictionary of idioms, where the OUP publication is by far the best.

A.S. Hornby: *Oxford Advanced Learner's Dictionary of Current English*.

(Alternatively, the Longman *Dictionary of Contemporary English* serves identical purposes.)

Tom McArthur: *The Longman Lexicon of Contemporary English*.

A. Cowie & R. Mackin: *Oxford Dictionary of Current Idiomatic English*.

Grammar. The Quirk et al *Comprehensive Grammar of English* (Longman) is the best grammar of all, but it weighs heavy on the bedclothes. For quick reference mixed with insight my favourite is:

Leech & Svartvik. *Communicative Grammar of English* (Longman).

Lexico-grammar, Notions and Functions. When it comes to course design, as long as one avoids the error of believing that notional-functional criteria can in any way replace grammatical, lexical situational and discoursal

criteria, the listings of notions and functions, and the bits of language in which they are embodied, are of enormous help. The T-level is the best textbook authors' support since the invention of single malt whisky.

J. van Ek: *Threshold Level English* (Pergamon).

Basic Concepts. Our old standby, Mackey's *Language Teaching Analysis* is now a bit long in the tooth, though still valuable in many ways. Its best replacement is undoubtedly David Stern's monumental book:

H.H. Stern: *Fundamental Concepts in Language Teaching* (Oxford University Press).

Teaching Items. There is one book which is partly a work of reference—a practical teaching grammar as well as a marvellous repository of basic 'teaching items' of English and how to teach them—and partly a book on methodology. It is now quite old, but it remains unsurpassed, of its type:

A.S. Hornby: *The Teaching of Structural Words and Sentence Patterns* (Oxford University Press).

Methodology

Only three slots left in my notional (functional?) bookshelf. This is where despair sets in, since the past decade has produced a vast range of important works about teaching. My current favourites are perhaps the following:

R. Gower & S. Walters: *Teaching Practice Handbook* (Heinemann).

M. West: *Teaching English in Difficult Circumstances* (Longman).

J. Richards & T. Rodgers: *Approaches and Methods in Language Teaching—A Description and Analysis* (C.U.P.)

"What!" (I hear you cry) "Nothing on Theory? No Widdowson, Brumfit, Candlin? No Rivers, Finocchiaro or Stevick?" Well, no, because the first ten books must be chosen as do-it-yourself tools, not theoretical underpinnings. And although I would want to stick with these books, I would bitterly miss Tony A. Howatt's *History of English Language Teaching* (Oxford University Press) and a host of others. Barebones indeed: but at least choosing it reminds one of the marvellous choice now available to us. No wonder our colleagues who teach French and German and Spanish are envious of our professional library repertoire.

MAKING SELECTIVE LISTS— A RISKY BUSINESS BUT HERE IT IS!

by Robert Kaplan
University of Southern California

Dear John:

Making bibliographies is relatively easy; after all, literally dozens of books appear annually, are reviewed in various journals, are marketed by their respective publishers, and over time either make their mark or disappear into oblivion. Making highly selective lists is a much riskier business. What follows is, indeed, a rather personal list. In making it, I tried to think of the kinds of things I think teachers ought to know. In compiling this list, I have been struck at the changes that have taken place since the last "Bare-Bones Bibliography" appeared. For reasons that I don't remember now, I didn't contribute to the original list, but it seems to me my list would not have been

vastly different from those that were collected. But the world has changed. Obviously, I've tried to be more "up-to-date," but that was not the major consideration that has caused this list to include virtually none of the books from the earlier list. Clearly, paradigms have shifted, new models have been created, and our thinking about what language teaching is has been modified. There is no immutable law that says new books are better books, but when the ground shifts as much as it has in the recent past, new books are necessary. Frankly, I am not as secure in recommending a list of books as I might have been a decade ago, but secure or not, I am committed, so here goes.

Alatis, J. E., H. H. Stern, and P. Strevens (eds.) 1983. *Applied linguistics and the preparation of second language teachers: Towards a rationale*. Washington, D.C.: Georgetown University Press. [Georgetown University Round Table on Languages and Linguistics.]

Brumfit, C. 1984. *Communicative methodology in language teaching*. Cambridge: Cambridge University Press.

Freedman, A., I. Pringle, and J. Yalden (eds.) 1983. *Learning to write: First language/second language*. London: Longman.

Kaplan, R. B., A. d'Anglejan, J. R. Cowan, [R. L. Jones], B. B. Kachru, G. R. Tucker, and [H. G. Widdowson] (eds.) 1981. *Annual Review of Applied Linguistics*. Rowley, MA: Newbury House/New York: Cambridge University Press.

Leech, G. and J. Svartvik. 1975. *A communicative grammar of English*. London: Longman.

Oller, J. W., Jr. and K. Perkins (eds.) 1978. *Language in education: Testing and tests*. Rowley, MA: Newbury House. [N.B.: Newbury House has been acquired by Harper.]

Richards, J. C. (ed.) 1983. *Concepts and functions in current syllabuses*. Singapore: SEAMEO Regional Language Centre. [Occasional Papers, No. 30.]

Savignon, S. J. 1983. *Communicative competence: Theory and practice*. Reading, MA: Addison-Wesley.

Savignon, S. J. and M. Berns (eds.) 1983. *Communicative language teaching: Where are we going?* Champaign-Urbana, IL: The Language Learning Laboratory. [Studies in Language Learning. 4. 2. Fall.]

Stern, H. H. 1983. *Fundamental concepts of language teaching*. Oxford: Oxford University Press.

Swain, M. and S. Lapkin. 1982. *Evaluating bilingual education: A Canadian case study*. Avon, UK: Multilingual Matters.

Widdowson, H. G. 1984. *Learning purpose and language use*. Oxford: Oxford University Press.

Yalden, J. 1983. *The communicative syllabus: Evolution, design, and implementation*. Oxford: Pergamon Press.

Yule, G. 1985. *The study of language: An introduction*. Cambridge: Cambridge University Press.

It goes without saying that every teacher ought to subscribe to all the journals he/she can possibly afford. The following are minimal:

English Language Teaching Journal, *English for Special Purposes Journal*, *Language Learning*, *TESOL Newsletter*, *TESOL Quarterly*; and perhaps for the library, *Applied Linguistics*.

A SPECIAL BIBLIOGRAPHY FOR LIMITED ENGLISH PROFICIENT TEACHERS

by Richard Yorkey
St. Michael's College

In TESOL professional journals and conferences, we tend to forget that the vast majority of students who are learning English throughout the world are being taught by teachers for whom English is a foreign, or at best a second language. In many cases these teachers' command of the language is not much better than their students. "Limited English Proficiency" is a term that has recently been adopted to refer to a particular kind of student, but there's good reason to use it also for a particular kind of teacher—a nonnative speaker whose English proficiency is limited. For the purpose of this bibliography, I arbitrarily define "limited" to mean less than TOEFL 500. Overseas, especially in countries of the third world, this criterion probably identifies the majority of teachers.

LEP teachers are likely to be frustrated by Krashen and Terrell, *The Natural Approach*. *The Grammar Book* of Larsen-Freeman and Celce-Murcia would confuse them with more information than they could use. Stern's *Fundamental Concepts of Language Teaching* would overwhelm their comprehension. And general methods texts such as Harmer, Rivers and Temperley, or Celce-Murcia and McIntosh involve the language of theory and application that requires more vocabulary and better reading skills than can be expected of LEP teachers. Each of these books is excellent, and should be known to professional teachers of English. However, to be included in my basic bibliography for LEP teachers, the references and resources must be written in simple and direct language (at what might be called an intermediate level). In addition, ideas must be practical and relevant, supported by many examples, and the information must be immediately applicable.

Two further comments are necessary. (1) Scholars and professional teachers will be aware that some of the following books are dated (though I note that Jespersen's *How to Teach a Foreign Language* was included on three of the 1979 barebone bibliographies, despite its 1904 copyright). Also several of the books were written at a time when audio-lingual techniques were more in vogue than a contemporary communicative approach. There are two reasons for including them: LEP teachers overseas are even less conversant with the culture of English-speakers than they are with the language. Especially in situations where English is a foreign language, they are satisfied if they can help their students achieve only linguistic competence; communicative competence is a distant ideal. Also it takes time to bring about change in bureaucratic ministries. Grammar translation, still perhaps the most widely used method in many countries, is gradually giving way to more direct methods and oral approaches. These teaching techniques are probably more accessible to LEP teachers, particularly in large classrooms with limited space, than some of the humanistic procedures that are described in methods texts today. (2) I make no apologies that many of the books on my list are British. This may reflect the fact that they have been at this business of teaching English to speakers of other languages

Continued on next page

longer than Americans, they're conscious of the linguistic and professional limitations of overseas teachers, and are realistic in trying to accommodate their needs.

Addressing the special needs of LEP teachers of ESL/EFL was not the original assignment, and of course it goes without saying that this bibliography, like all the others in this issue, is distinctly idiosyncratic. Though it is somewhat off the beaten path, I hope at least for LEP teachers that, like the road not taken, it will make all the difference.

Russell N. Campbell and William F. Rutherford (series eds.), *Teaching Techniques in English as a Second Language* (New York: Oxford University Press.)

Although the editors don't claim this series is intended for nonnative-speaking ESL/EFL teachers, the language appears to have been deliberately kept simple and direct, and each text includes many examples, exercises, activities, and summaries. Thus far, the following titles have appeared:

Allen, Virginia French. *Techniques in Teaching Vocabulary*, 1983.

Larsen-Freeman, Diane. *Techniques and Principles in Language Teaching*, 1986.

Madsen, Harold S. *Techniques in Testing*, 1983.—For many years the David Harris book, *Testing English as a Second Language* (New York: McGraw-Hill, 1969) was useful for LEP teachers. Another good book is J. B. Heaton, *Writing English Language Tests* (Longman, 1975). However, for simple language, clarity, up-to-date procedures, good examples of classroom tests, and many activities (with answers), the Madsen book seems preferable now.

Morley, Joan. *Techniques in Teaching Pronunciation*.

Raines, Ann. *Techniques in Teaching Writing*, 1983.

Peter Hubbard, Hywel Jones, Barbara Thornton, and Rod Wheeler, *A Training Course for TEFL* (London: Oxford University Press, 1983).

The introduction to this book claims that it was written "in response to a demand from teachers of EFL (particularly those from non-native speakers for an up-to-date and clear-cut statement on the principles and practice of TESL/TEFL. The majority of teachers of EFL in the world are not in fact native speakers. And, while their level of English is adequate to teach their classes, it may not be good enough to cope with standard books on the subject." The book is deficient in some areas (most seriously, the teaching of reading and writing), but it is useful because it presents basic principles in simple, clear prose, provides a variety of activities to demonstrate and practice specific teaching techniques, and refers to additional readings. Furthermore, it is one of the few books in the field that refers to problems, especially common in overseas schools, such as large classes or mixed ability classes.

Christina Bratt Paulston and Mary Newton Bruder, *From Substitution to Substance: A Handbook of Structural Pattern Drills* (Rowley, Mass: Newbury House, 1975).

This book is helpful for the LEP teacher because it recognizes the expectation of explicit grammar teaching and the graduation of exercises from mechanical drills through

meaningful to communicative practice. For each of the patterns (see pp. 51-55), samples of drills and communicative use are given. Examples of the latter are especially useful for inexperienced or uncreative LEP teachers.

Donn Byrne, *Teaching Oral English* (London: Longman, new edition, 1986).

This eminently practical book is "an account of techniques and procedures for teachers and trainee teachers who work in non-privileged classroom situations." After a brief overview of his pedagogical theory, Byrne explains and demonstrates techniques of teaching listening comprehension, and the presentation, practice, and production stages of speaking skills. Numerous examples of each procedure, with discussion questions, exercises, and other references are especially valuable.

H. G. Widdowson (ed.), *Language Teaching Texts* (#8 of the English Studies Series) (London: Oxford University Press, 1971).

This book makes available to teachers and student-teachers "some of the basic notions about English and English language teaching . . . in the form of short extracts." They're grouped into themes (the form/substance/use of language; preparation and presentation for language teaching). Authors are primarily British, and more prominent in the past than now (e.g., West, French, Hornby, Catford, Quirk, Halliday, Strevens) but Americans are also represented (e.g., Finocchiaro, Fries, Hall). Each passage, about one page in length, is followed by (1) notes which explain the meaning of certain words or comment on features of language usage, (2) comprehension and discussion questions, (3) exercises for practical application. One hundred of the 346 pages are keys to the exercises and programmed summaries. Some selections would need to be expanded and updated (although the copyright date is 1971, many of the passages (e.g., Daniel Jones, H. E. Palmer, Paul Roberts, E. H. Sturtevant) are much earlier (unaccountably, the acknowledgements include no dates whatsoever). Nevertheless, the book would be useful as a background survey and, because of the extensive notes, questions, and exercises, would generate many points of departure.

Alice Maclin, *Reference Guide to English: A Handbook of English as a Second Language* (New York: Holt, Rinehart and Winston, 1981).

This handbook is intended for "classroom or individual use by nonnative speakers of English who are on an intermediate or advanced level." The guide, alphabetically arranged, is not "a comprehensive review of all aspects of grammar and usage, but its sections cover the vast majority of language problems that arise in writing in an academic or business setting. The many lists and examples, as well as an extensive index, are especially useful.

Raymond C. Clark, Patrick R. Moran, and Arthur A. Burrows, *The ESL Miscellany* (Bristol: Pro Lingua Associates, 1981).

This valuable reference is divided into five aspects of ESL/EFL teaching: (1) The linguistic, which includes a checklist of 139 grammar points, samples of minimal pairs, common prefixes and suffixes, and summaries of modals, two-word verbs, and verbs followed by gerunds or infinitives; (2) The communicative aspect, including a list of common words used in situations, such as recreation, academia, travel agencies and services, and with topics, such as eating, religion, clothes, disasters,

weather; (3) the cultural aspect, with information about cities and states, some famous quotations, common proverbs and superstitions, a brief explanation of the U.S. school system; (4) the metalinguistic aspect, including a glossary of grammatical terms, a guide to punctuation, differences between British and American English, common symbols and abbreviations, and (5) the paralinguistic aspect, which includes a series of photographs that clearly demonstrate typical facial expressions and gestures (finger-crossing, thumbs down, beckoning, reprimanding, etc.). This book should be better known than it apparently is.

Susan Holden (ed.), *MET* (Modern English Teacher): A Magazine for Teaching English as a Foreign language (Oxford: Modern English Publications).

Regrettably, this quarterly is virtually unknown in the United States. It is a valuable source of ideas for any teacher but especially useful for LEP teachers. Each issue includes a dozen articles, written by classroom teachers (primarily in Europe) about practical techniques and materials for teaching various skills. Recent issues have focused on special topics, such as grammar, mime and role-play, teaching beginners, exploiting the real world, and listening activities.

Dictionaries. In addition to a good standard desk dictionary (preferably not Webster's Ninth Collegiate), the LEP teacher should have at least one of the following:

Longman Dictionary of Contemporary English (London: Longman, 1978).

A. S. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (London: Oxford University Press, revised third edition, 1980).

For a convenient size as well as preference for American usage, either of the following would be useful in preparing to teach specific words, two-word verbs, or idioms:

Longman Dictionary of American English (New York: Longman, 1983).

A. S. Hornby, *Oxford Student's Dictionary of American English* (New York: Oxford University Press, 1983).

Longman Dictionary of Idioms (London: Longman, 1979).

Over 4500 common idioms in English are defined, with examples and quotations, within the approximately 2000 words of the *Longman Dictionary of Contemporary English*.

Tom McArthur, *Longman Lexicon of Contemporary English* (London: Longman, 1981).

This indispensable reference is organized like the original Roget thesaurus. Words are grouped into fourteen semantic fields, such as Life and Living Things (excellent for pictures of animals, plants, parts of the body, etc.), People and the Family, Feelings and Emotions, Space and Time, Entertainment and Sports. One subsection of Thought and Language is "Communicating" and includes under another subsection for "talking, not talking and interrupting" entries such as talk/converse/confer/chat/shut up/clam up/break in/butt in/chime in. All definitions are taken directly from the *Longman Dictionary of Contemporary English*, and an alphabetical index of words at the end is a great convenience. What is most useful in the *Lexicon* is the ease of finding appropriate synonyms and demonstrating subtle distinctions (e.g., kill/slay/murder/assassinate/butcher/slaughter/massacre).

BARE BONES FROM BRAZIL

by Francisco Gomes de Matos

Dear John:

- Celce-Murcia, Marianne and Lois McIntosh (eds). 1979. *Teaching English as a Second Language*. Rowley, Mass.: Newbury House.
- Bowen, J. Donald, Harold Madsen and Ann Hilferty. 1985. *TESOL: Techniques and Procedures*. Rowley, Mass.: Newbury House.
- Finocchiaro, Mary and Christopher Brumfit. 1983. *The Function of a Notional Approach: From Theory to Practice*. New York: Oxford University Press.
- Littlewood, W. 1984. *Foreign and Second Language Learning*. Cambridge University Press.
- Stern, H. H. 1983. *Fundamental Concepts of Language Teaching*. London: Oxford University Press.
- Richards, Jack, John Platt and Heidi Weber. 1985. *Dictionary of Applied Linguistics*. NY: Longman.
- Howatt, A.P.R. 1984. *A History of English Language Teaching*. London: OUP.
- Smith, Stephen M. 1985. *The Theater Arts and the Teaching of Second Languages*. Reading, Mass.: Addison-Wesley.
- Strevens, Peter. *A First Handbook for the EFL Teacher*. Cambridge University Press.
- Jankowsky, Kurt R. 1985. *Scientific and Humanistic Dimensions of Language*. Amsterdam/Phil.: John Benjamins Publ. Co.

WEASELING AROUND THE TEN WITH A FEW ORs

by Harold S. Madsen
Brigham Young University

Dear John:

Since this was an updating of the 1979 list, you may want only books published in the 80's. But since the U.S. Constitution and the Koran are still widely recognized despite their age, I assumed the focus was to be on recent texts but that older ones were still acceptable.

Knowing me as well as you do, you could well expect me to weasel around a bit with the list. This I've done by listing a few OR's. I hope you don't mind. I think, for example, that the Blair and Oller books are very similar and of equal quality. Bander and Raimes, on the other hand, are written to different audiences—Bander to the writing specialist with rather advanced students and Raimes to the beginner generalist. The scope and aim of Christison/Bassano and of Moskowitz differ markedly, but they both help facilitate excellent interaction, I feel, and stimulate teachers to be more creative and fresh and innovative.

- Blair, Robert W. (Ed.) *Innovative Approaches to Language Teaching*. 1982. (or Oller, John W., Jr., and Patricia A. Richard-Amato [Eds.] *Methods That Work*. 1983.)
- Bander, Robert G. *American English Rhetoric*. Third Edition. 1983. (or for basics—Raimes, Ann. *Techniques in Teaching Writing*. 1983.)
- Celce-Murcia, Marianne and Diane Larsen-Freeman. *The Grammar Book: An ESL/EFL Teacher's Course*. 1983.
- Christison, Mary Ann and Sharron Bassano. *Look Who's Talking*. 1981. (or Moskowitz, Gertrude. *Caring and Sharing in the Foreign Language Class*. 1978.)

- Cohen, Andrew D. *Testing Language Ability in the Classroom*. 1980.
- Dulay, Heidi, Marina Burt and Stephen Krashen. *Language Two*. 1982. (for the serious professionally committed teacher)
- Hatch, Evelyn and Hossein Farhady. *Research Design and Statistics*. 1982. (for teachers wanting to read research lit and perhaps try their hand at some research themselves)
- Paulston, Christina Bratt and Mary Newton Bruder. *Teaching English as a Second Language*. 1976. (a classic "how to" text that is still relevant)
- Stevick, Earl W. *A Way and Ways*. 1980. (or his 1976 or 1982 text)
- Via, Richard. *English in Three Acts*. 1976. (older but one of the best literature-related books)
- Of course the professional journals are a must: *TESOL Quarterly*, *TESOL Newsletter*, *Forum*, or overseas journals.

SOME THINGS OLD, SOMETHING NEW

by John Fanselow
Teachers College, Columbia University

Dear John:

- Barnes, Douglas. 1976. *From communication to curriculum*. Harmondsworth, Eng.: Penguin.
- Billows, Frederick Lionel. 1961. *The techniques of language teaching*. London: Longmans.
- Fries, Charles Carpenter. 1945. *Teaching and Learning English as a foreign language*. Ann Arbor, University of Michigan Press.
- Nida, Eugene A. 1957. *Learning a foreign language: A Handbook Prepared especially for missionaries*. Ann Arbor, Mich.: Friendship Press.
- Palmer, Harold Edward. 1968. (orig. 1918). *The scientific study and teaching of languages*. London: Oxford University Press.
- Rivers, Wilga M. 1964. *The psychologist and the foreign language teacher*. Chicago: The University of Chicago Press.
- Smith, Frank. 1971. *Understanding reading: A psycholinguistic analysis of reading and learning to read*. New York: Holt, Rinehart and Winston.
- Stevick, Earl W. 1982. *Teaching and learning languages*. Cambridge, Eng.: Cambridge University Press.
- Vygotsky, Lev Semenovich. 1962. *Thought and language*. Cambridge, Mass.: The MIT Press.
- West, Michael. 1960. *Teaching English in difficult circumstances*. London: Longman.

NEW BOOKS FOR TEACHERS

by Wilga M. Rivers
Harvard University

Dear John:

In response to your request, I am restricting my list to books which appeared after 1979. Naturally, I would hope that new or experienced ESL/EFL teachers would be familiar with my own *Teaching Foreign Language Skills*, 2nd ed. (Chicago, 1981) which is a complete updating of work in the field, as well as the *Communicating Naturally in a Second Language* (Cambridge, 1983), and *Speaking in Many Tongues*, 3d ed. (Cambridge, 1983). A list of this kind is difficult to draw up without offense to some whose work I greatly respect but I am keeping the word new in mind and the operational word teacher. My list would then be as follows. (The list is not alphabetized or arranged in any order of priority).

- E. Stevick, *Learning Languages: A Way and Ways* (Newbury House, 1980)
- H. H. Stern, *Fundamental Concepts of Language Teaching* (Oxford University Press, 1983)
- M. Finocchiaro and S. Sato, *Foreign Language Testing: A Practical Approach* (Regents, 1983)
- F. Grellet, *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises* (Cambridge University Press, 1981)
- A. Raimes, *Techniques in Teaching Writing* (Oxford University Press, 1983)
- A. Omaggio, *Teaching Language in Context: Proficiency-Oriented Instruction* (Heinle and Heinle, 1986)
- G. L. N. Robinson, *Crosscultural Understanding: Processes and Approaches of Foreign Language, English as a Second Language and Bilingual Educators* (Pergamon/Alemany, 1985)
- S. Smith, *The Theater Arts and the Teaching of Second Languages* (Addison-Wesley, 1984)
- J. Higgins and T. Johns, *Computers in Language Learning* (Addison-Wesley, 1984)
- S. Sadov, *Idea Bank: Creative Activities for the Language Class* (Newbury House, 1982)

BARE BONES BIBLIOGRAPHY BOOKSHELF: MOST MENTIONED TITLES

Like the original Bare-bones Bibliography each person who was asked to contribute to the Bare-Bones Bookshelf has offered an original, and unique list. Nevertheless several titles emerge on a most-mentioned list. They are:

- Stern, H. H. 1983. *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press. (Mentioned on 12 lists)
- Celce-Murcia, Marianne and Diane Larsen-Freeman. 1983. *The Grammar Book: An ESL/EFL Teacher's Course*. Rowley, Mass.: Newbury House. (On 11 lists)
- Richards, Jack and Theodore Rodgers. 1986. *Approaches and Methods in Language Teaching: A Description and Analysis*. London: Cambridge University Press. (On 9 lists)
- Brown, H. Douglas. 1987. *Principles of Language Learning and Teaching (Second edition)*. Englewood Cliffs, NJ: Prentice Hall. (On 9 lists)
- Bowen, J. Donald, Harold Madsen, and Ann Hilferty. 1985. *TESOL Techniques and Procedures*. Rowley, Mass.: Newbury House. (On 7 lists)

(Each of the following three on 6 lists):

- The *TESOL Newsletter* and the *TESOL Quarterly*.
- Stevick, Earl. 1980. *Teaching Languages: A Way and Ways*. Rowley, Mass.: Newbury House.

(Each of the following on 5 lists):

- Blair, Robert. 1982. *Innovative Approaches to Language Teaching*. Rowley, Mass.: Newbury House.
- Celce-Murcia, Marianne and Lois McIntosh. 1979. *Teaching English as a Second or Foreign Language*. Rowley, Mass.: Newbury House.
- Krashen, Stephen and Tracey Terrell. 1983. *The Natural Approach. Language Acquisition in the Classroom*. San Francisco: Alemany Press.

Continued on next page

Larsen-Freeman, Diane. 1988. *Techniques and Principles in Language Teaching*. London: Oxford University Press.

McArthur, Tom. 1981. *The Longman Lexicon of Contemporary English*. London: Longman.

Oller, John and Richard-Amato, Patricia. 1983. *Methods That Work: A Smorgasbord of Ideas for Language Teachers*. Rowley, Mass.: Newbury House.

Raimes, Ann. 1983. *Techniques in Teaching Writing*. New York: Oxford Press.

Stevick, Earl. 1976. *Memory, Meaning and Method*. Rowley, Mass.: Newbury House.

Stevick, Earl. 1982. *Teaching and Learning Languages*. London: Cambridge University Press.

Stevick, Earl. 1986. *Images and Options in the Language Classroom*. London: Cambridge University Press.

Books Mentioned on at Least Three Lists (in alphabetical order):

Blair, Robert. 1982. *Innovative Approaches to Language Teaching*. Newbury House.

Bowen, J. Donald, Harold MacLenn and Ann Hilferty. 1985. *TESOL Techniques and Procedures*. Newbury House.

Brown, Gillian and George Yule. 1983. *Teaching the Spoken Language*. Cambridge University Press.

Brown, H. Douglas. 1987. *Principles of Language Learning and Teaching*. Prentice Hall.

Celce-Murcia, Marianne and Lois McIntosh. 1979. *Teaching English as a Second or Foreign Language*. Newbury House.

Celce-Murcia, Marianne and Diane Larsen-Freeman. 1983. *The Grammar Book: An ESL/EFL Teacher's Course*. Newbury House.

Dulay, Heidi, Marina Burt and Steven Krashen. 1982. *Language Two*. Oxford University Press.

Fanselow, John. 1986. *Breaking Rules*. Longman.

Grellet, Francois. 1981. *Developing Reading Skills*. Cambridge University Press.

Hornby, A. S. 1980. *Oxford Advanced Learner's Dictionary of Current English*. Oxford University Press.

Howatt, A. P. R. 1984. *A History of English Language Teaching*. Oxford University Press.

Krashen, Steven. 1982. *Principles and Practice in Second Language Acquisition*. Pergamon.

Krashen, Steven and Tracey Terrell. 1983. *The Natural Approach: Language Acquisition in the Classroom*. Alenmany Press.

Larsen-Freeman, Diane. 1986. *Techniques and Principles in Language Teaching*. Oxford University Press.

Leech, G. and J. Svartvik. 1975. *A Communicative Grammar of English*. Longman.

McArthur, Tom. 1981. *Longman Lexicon of Contemporary English*. Longman.

Nuttall, Christine. 1982. *Teaching Reading Skills in a Foreign Language*. Heineman.

Oller, John. 1979. *Language Tests in School*. Longman.

Oller, John and Patricia Richard-Amato. 1983. *Methods That Work: A Smorgasbord of Ideas for Language Teachers*. Newbury House.

On TESOL (1964-6, 1974-84). TESOL.

Raimes, Ann. 1983. *Techniques in Teaching Writing*. Oxford University Press.

Richards, Jack and Theodore Rodgers. 1986. *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge University Press.

Rivers, Wilga. 1983. *Communicating Naturally in a Second Language*. Cambridge University Press.

Rivers, Wilga and Mary Temperley. 1979. *Practical Guide to Teaching English as a Second Language*. Oxford University Press.

Savignon, Sandra. 1983. *Communicative Competence: Theory and Classroom Practice*. Addison-Wesley.

Smith, Frank. 1971. *Understanding Reading: A Psycholinguistics Analysis of Reading and Learning to Read*. Holt, Rinehart, Winston.

Stern, H. H. 1983. *Fundamental Concepts of Language Teaching*. Oxford University Press.

Stevick, Earl. 1971. *Adapting and Writing Language Lessons*. Foreign Service Institute, U.S. Department of State.

Stevick, Earl. 1976. *Memory, Meaning and Method*. Newbury House.

Stevick, Earl. 1980. *Teaching Languages: A Way and Ways*. Newbury House.

Stevick, Earl. 1982. *Teaching and Learning Languages*. Cambridge University Press.

Stevick, Earl. 1986. *Images and Options in the Language Classroom*. Cambridge University Press.

TESOL Newsletter (1966-) TESOL.

TESOL Quarterly (1966-) TESOL.

Books I'd Hate to See Missed List:

I have tried not to make a list myself, though I have one entered on my computer. Being able to look at all the lists prior to publication I could see that all the books I would have selected were mentioned on one list or another. After looking at each list, however, I feel compelled to add some books of my own, simply because I wish someone had mentioned them. It is somewhat gratuitous, Dick Yorkey would say of me, to do so, but here are "ten" books which might have been number 11 on someone's list:

Johnson, Francis C. 1973. *English as a Second Language: an Individualized Approach*. Jacaranda Press: Australia.

Hammerly, Hector. 1982. *Synthesis in Second Language Teaching: An Introduction to Linguistics*. Second Language Publications: Canada.

No, it's not a typo, it's linguistics, Hammerly's attempt to synthesize linguistic information and language teaching.

Yorkey, Riche J. C. 1985. *Talk-a-tivities: Problem Solving and Puzzles for Pairs*. Boston, Mass.: Addison-Wesley.

This is a companion to *Springboards: Interacting in English* (Addison-Wesley, 1984). Dick Yorkey is to the classroom teacher what Earl Stevick and Jack Richards seem to be to teacher trainers. He has produced more good, useful, practical and classroom tested materials in the past decade or two, than teachers can use and enjoy using, than almost anyone else. Beginning with *Study Skills in English* (McGraw-Hill 1970), through the *InterCom* series to the early 80's volumes of *Reply Requested* (Addison-Wesley 1981), *Checklists for Vocabulary Study* (Longman 1981), *The English Notebook* (Minerva 1981) and with *Tom Buckingham, Cloze Encounters* (Prentice-Hall 1984). He continues to provide solid, useful, classroom tools.

Weinstein, Nina. 1980. *Whaddya Say?*

Guided Practice in Relaxed Spoken English. ELS Publications: Culver City, CA and

Tillitt, Bruce and Mary Newton Bruder. 1985. *Speaking Naturally: Communication Skills in American English*. Cambridge U. Press.

Elson, Nicholas. 1983. *Teaching ESL to Adults: Methodology*. Ontario Ministry of Citizenship and Culture.

This is actually a special issue of *TESL Talk*, a teacher-oriented periodical put out by the Ontario ministry for ESL teachers.

Clark, Raymond C. 1980. *Language Teaching Techniques: Resource Handbook Number 1*. Pro-Lingua Associates: Brattleboro, VT.

The other resource handbooks are also worth looking at.

Whitcut, Janet. 1979. *Learning with LDOCE* (Longman's Dictionary of Contemporary English) Longman.

While I wouldn't be without one of Peter Stevens' dictionaries my anxiety is that most students and most ESL/EFL teachers do not know much about them nor how to use them. This slim volume will help. And in the same vein, two volumes which are essential resources for me as a teacher are:

Hornby, A. S. 1975. *Guide to Patterns and Usage in English* and

Hindmarsh, Roland R. 1980. *Cambridge English Lexicon*.

For one thing they are small, paperback, and concise. The Hornby book offers as much as any grammar does in a pleasing and useful fashion, and the Hindmarsh book provides an English word list with the relative semantic values for various meanings. Both useful teacher tools.

Morain, Genelle G. 1978. *Kinesics and Cross-cultural Understanding. Language in Education Series: Theory and Practice*. Center for Applied Linguistics: Washington, DC.

The whole series is worth looking at, but this pamphlet says volumes to a teacher about what non-verbal communication and cultural sensitivity is all about.

Allen, Virginia F. 1983. *Inside English: How you can use insights from linguists and the new grammar in the language classroom*. Regents.

Nilsen, Don L. F. and Nilsen, Aileen. 1973. *Language Play: An Introduction to Linguistics*. Newbury House, and

Past, Ray. 1970. *Language as a Lively Art*. Wm. C. Brown: Dubuque, IA.

And though he might disagree, two books, which like Mary Finocchiaro's *Teaching ESL from Theory to Practice* are, similarly to some selections on John Fanselow's list, part of my own fond memories of learning how to teach:

Stevick, Earl. 1955. *Helping People Learn English: A Manual for Teachers of ESL*. Abington Press: NY, and

Stevick, Earl. 1963. *A Workbook in Language Teaching: with specific reference to English as a Foreign Language*. Abington Press: NY.

Let me add that there are a number of ESL/EFL teacher oriented periodicals available, in addition to the *TQ*, the *TN*, the *Forum*, ...*ET*, and the *ELTJ*—all of which are mentioned in other lists, which teachers, especially, should be subscribing to. Among them are two of my favorites, the Ontario Ministry of Citizenship and Culture's publication *TESL Talk* also mentioned above (see Elson) and the *TESL Reporter*, which comes out of Brigham Young University-Hawaii Campus and is now edited by Lynn Henriksen (Box 1830, Laie, Hawaii, 96762, U.S.A.)

A Bare-Bones Bibliography—and a Bit More

by James E. Alatis
Georgetown University

Any bibliography for teachers of English as a foreign or second language should begin with TESOL's own excellent publications, the *TESOL Quarterly* and the *TESOL Newsletter*, and use as a base, *Bilingual, ESOL, and Foreign Language Teacher Preparation: Models, Practices, Issues* (TESOL, 1977), which was so ably edited by John F. Fanselow and Richard L. Light. Among the many notable articles in that book, teachers and prospective teachers should pay particular attention to "TESOL Guidelines for the Preparation of ESOL Teachers with Comments" by my Georgetown colleague, William E. Norris. These "TESOL Guidelines" provide the basis for my selection of books for this bibliography, and, in a larger sense, for my selection of all materials in the field. I should like to point out at the outset that the selection of certain books and the omission of others is not necessarily an endorsement or rejection by me personally, or by the organization or the university that I represent. Rather, this bibliography must by its very nature be highly personal and based upon my particular thinking at this stage in my career. I have not included many works by our British colleagues, only because I feel that I do not know their works well.

To be well educated is to be well read. In view of what Joan Morley has called "the knowledge explosion" that has occurred in the TESOL field in recent years, beginning teachers find themselves asking: How can I ever read all of these books? Where shall I start? One answer to those questions can be: Start by reading the books that other educated people read—the Bible, the plays of Shakespeare, Bulfinch's *Mythology*, Homer and the Greek plays, and Ruth Benedict's *Patterns of Culture*. All persons trying to become educated should own these books and have them on their shelves along with a good dictionary or two. If these teachers have access to the monumental *Oxford English Dictionary* or *Webster's Third International*, so much the better. Apart from that, the *American College Dictionary*, the *Webster's New World Dictionary of the American Language*, or *Webster's Collegiate Dictionary* have served college students for many years and can do equal service for teachers.

If for no better reason than understanding the cultural background of what one reads, one needs to know the Bible. Similarly with William Shakespeare, one cannot know his plays too well. Thomas Bulfinch's *The Age of Fable*, often given the title "Mythology," contains much of what we have left of the classical tradition. Homer's two rousing stories about the Trojan War, *The Iliad* and *The Odyssey*, are still considered the greatest stories ever told. The Greek plays of Sophocles, Aeschylus, and Euripides have been studied for many years because of the deep insights that they present into the acts and motives of men and women. In present day terms, they are good psychology as well as good drama. Ruth Benedict's *Patterns of Culture* (Houghton Mifflin, 1961) introduces to the general public the work of cultural anthropology. She compares three cultures and points out that although these cultures evidence deviations from our norms, abnormality in any culture is simply the failure of the individual to adopt socially the values of that culture. These few books can lead one to other books which provide the general cultural background that any educated person needs to walk the earth, to be at ease with modern civilization, to be able to learn, as well as teach.

In addition to a broad general education, the kind of teacher education suggested in the "TESOL Guidelines" can be seen as having two

major components: the academic specialty and pedagogical training. The academic specialty refers to linguistics in its general and various hyphenated forms. Pedagogical training includes all aspects of methodology, including observation and practice teaching. Elsewhere I have summarized the kind of information that would come under academic specialization with my LAPSE acronym: L standing for linguistics, A for anthropology, including culture and society, P for psycholinguistics, S for sociolinguistics, and E for English, the language itself, and for education (or pedagogy), which includes foundations, methods, and practice.

In the area of linguistics, everyone should read Bloomfield's *Language* (Holt, Rinehart and Winston, 1933). Further, I recommend Dwight Bolinger's *Language: The Loaded Weapon* (Longman, 1980), in which he discusses the use and abuse of language today. To instill the joy that should always accompany the study of linguistics, I suggest *Word Play: What Happens When People Talk* (Random House, 1975) by Peter Farb.

For anthropology, Shirley Brice Heath's *Ways with Words: Language, Life and Work in Communities and Classrooms* (Cambridge University Press, 1983) is an excellent and entirely readable introduction to ethnolinguistics at its best. Her book with Charles Ferguson, *Language in the USA* (Cambridge University Press, 1981), provides an historical perspective to language in America, both the facts and the myths. In addition to the works of Ruth Benedict, I find Clyde Kluckhohn's *Mirror for Man* (Fawcett, 1965), specifically the chapter on "The Gift of Tongues," quite enlightening as an introduction to anthropology for the layman. In addition, the reader should not miss *That's Not What I Meant* (William Morrow, 1986) by my Georgetown colleague, Deborah Tannen. In this category one must include the classics: *Language* (Edward Sapir; Harcourt Brace Jovanovich, 1955); *Language Thought and Reality: Selected Writings by Benjamin L. Whorf* (John B. Carroll (Ed.); MIT Press, 1956); the trio of books by Edward Hall, *The Silent Language*, (Doubleday, 1973); *The Hidden Dimension*, (Doubleday, 1966); and *Beyond Culture* (Doubleday, 1977) as well as William J. Lederer and Eugene Burdick's novel *The Ugly American* (Norton, 1958).

There is no better introduction to psychology and psycholinguistics than *The Psychologist and the Foreign Language Teacher* (The University of Chicago Press, 1977) by Wilga Rivers. Rivers' *Teaching Foreign Language Skills* (The University of Chicago Press, 1968) and Rivers and Mary Temperley's *A Practical Guide to the Teaching of English as a Second or Foreign Language* (Oxford University Press, 1978) are also superb applications of the principles of psychology to language teaching. One is also reminded of *Psycholinguistics* (Holt, Rinehart and Winston, 1961), an early collection of readings by Sol Saporta.

In sociology and sociolinguistics, one must begin with Dell Hymes and John Gumperz' excellent beginning text, *Directions in Sociolinguistics: The Ethnology of Communication* (Holt, Rinehart and Winston, 1972). Particularly notable in this volume is Hymes' seminal article, "Models of Interaction of Language and Social Life."

For the English language, Marianne Celce-Murcia and Diane Larsen-Freeman's *The Grammar Book an ESL/EFL Teacher's Course* (Newbury House, 1983) comes to mind immediately. One must mention the monumental *A Comprehensive Grammar of the English Language*

(Longman, 1985) by Randolph Quirk, Sidney Greenbaum, Geoffrey Leech and Jan Svartvik.

I would now like to turn to the professional education component of the "TESOL Guidelines." Beginning with the classics in the field, one must start with Charles C. Fries' *Teaching and Learning English as a Foreign Language* (The University of Michigan Press, 1945), and the master methodologist, Mary Finocchiaro, both of whose works *English as a Second Language. From Theory to Practice* (Regents, 1974) and *Teaching English as a Second Language* (Harper and Row, 1969) must be kept on every teacher's shelf.

Hapanta

At this point I find it appropriate to move to certain authors in our field whose complete works—or to use the Greek term, *hapanta*, (transliterated, hapanta)—merit reading. Earl W. Stevick, Stephen D. Krashen, and John W. Oller, Jr. come to mind. It is no coincidence that all three have been chosen for the Modern Language Association's coveted Kenneth W. Mildenberger Prize for the best work in language pedagogy for the year. Their works include:

- (1) Earl W. Stevick
Images and Options in the Language Classroom (Cambridge University Press, 1986)
Teaching and Learning Languages (Cambridge University Press, 1982)
Teaching Language. A Way and Ways (Newbury House, 1980)
Memory, Meaning and Method (Newbury House, 1976)
Helping People Learn English (Abingdon Press, 1957)
- (2) Stephen D. Krashen
Writing: Research, Theory, and Applications (Pergamon, 1984)
Principles and Practice in Second Language Acquisition (Pergamon, 1982)
Second Language Acquisition and Second Language Learning (Pergamon, 1981)
Heidi Dulay, and Marina Burt *Language Two* (Oxford University Press, 1982)
and Tracy D. Terrell *The Natural Approach: Language Acquisition in the Classroom* (Alemany Press, 1983)
- (3) John W. Oller, Jr.
Language Tests at School (Longman, 1979)
and Jack Richards (Eds.) *Focus on the Learner. Pragmatic Perspectives for the Language Teacher* (Newbury House, 1973)
and Patricia A. Richard-Amato (Eds.) *Methods that Work* (Newbury House, 1983)

I would also include Peter Strevens, whose works also merit reading in their entirety (hapanta).

Vade Mecum

There are a number of books which come under the general category of enchiridion—or to use a Latin expression, *vade mecum*—a kind of general handbook, that all teachers should have at all times. In this category I would include the following books:

- J. Donald Bowen, Harold Madsen, and Ann Hilferty *TESOL Techniques and Procedures* (Newbury House, 1985)
11. Douglas Brown *Principles of Language Learning and Teaching* (Prentice-Hall, 1980)
- Marianne Celce-Murcia and Lois McIntosh *Teaching English as a Second or Foreign Language* (Newbury House, 1979)

Continued on next page

Bare-bones and More

Continued from page 4.

Diane Larsen-Freeman *Techniques and Principles in Language Teaching* (Oxford University Press, 1986)

Betty Wallace Robinett *Teaching English to Speakers of Other Languages* (McGraw-Hill, 1980)

Peter Strevens *New Orientations in the Teaching of English* (Oxford University Press, 1977)

Jack C. Richards *The Context of Language Teaching* (Cambridge University Press, 1985). This is the most recent winner of the Mildener Prize.

Current Trends

Finally, one would be remiss in offering such a bibliography to teachers if it did not refer to a category called "current trends", which includes such topics as communicative competence, bilingual education and the minorities, computer-aided instruction and technology, culture and anthropology, pronunciation, the spread of English, proficiency testing and evaluation, non-conventional methods, and classroom research. The following books come to mind:

Communicative Competence

Sandra Savignon *Communicative Competence: Theory and Classroom Practice* (Addison-Wesley, 1983)

Wilga M. Rivers *Communicating Naturally in a Second Language. Theory and Practice in Language Teaching* (Cambridge University Press, 1983)

Henry Widdowson *Teaching Language as Communication* (Oxford University Press, 1978)

Bilingual Education

Kenji Hakuta *Mirror of Language. The Debate on Bilingual Education* (Basic Books, 1986)

Office of Bilingual-Bicultural Education, California State Department of Education *Schooling and Language Minority Students: A Theoretical Framework* (California State University at Los Angeles, Evaluation, Dissemination and Assessment Center, 1981)

James E. Alatis and Kristie Twaddell (Eds.) *English as a Second Language in Bilingual Education* (TESOL, 1976)

Computer-Aided Language Instruction and Technology (CALL)

With regard to CALL, one thinks immediately of John H. Underwood's *Linguistics, Computers, and the Language Teacher* (Newbury House, 1984). It should be mentioned that John H. Underwood, too, has won the Mildener Prize.

Geoffrey R. Hope, Heimy F. Taylor and James P. Pusak *Using Computers in Teaching Foreign Languages* (Center for Applied Linguistics, 1984)

CALICO Journal (Computer Assisted Language Learning & Instruction Consortium, Brigham Young University, Provo, Utah)

Culture and Anthropology

Edward N. Kearny, Mary Ann Kearny and Jo Ann Cranda *"The American Way: An Introduction to American Culture"* (Prentice-Hall, 1984)

Nina Wallerstein *Language and Culture in Conflict* (Addison-Wesley, 1983)

Pronunciation

Joan Morley *Improving Spoken English: An Intensive Personalized Program in Perception, Pronunciation, Practice in Context* (The University of Michigan Press, 1979)

_____, *Improving Aural Comprehension* (The University of Michigan Press, 1972)

_____, *Listening and Language Learning in ESL. Developing Self-Study Activities for Listening Comprehension* (Center for Applied Linguistics, 1984)

Clifford H. Prator, Jr., and Betty Wallace Robinett *Manual of American English Pronunciation* (Holt, Rinehart and Winston, 1951)

J. Donald Bowen *Patterns of English Pronunciation* (Newbury House, 1975)

The Spread of English

Joshua A. Fishman, Robert L. Cooper, and Andrew W. Conrad *The Spread of English: The Sociology of English as an Additional Language* (Newbury House, 1977)

Braj B. Kachru (Ed.) *The Other Tongue* (University of Illinois Press, 1982)

Randolph Quirk and Henry G. Widdowson (Ed.) *English in the World* (Cambridge University Press, 1985)

Peter Strevens *Teaching English as an International Language* (Pergamon, 1980)

World Englishes: Journal of English as International and International Language (Pergamon)

Proficiency Testing and Evaluation

Robert Lado *Language Testing* (McGraw-Hill, 1961)

David Harris *Testing English as a Second Language* (McGraw-Hill, 1969)

Rebecca M. Valette *Modern Language Testing* (Harcourt Brace Jovanovich, 1977)

Heidi Byrnes and Michael Canale (Eds.) *Defining and Developing: Guidelines, Implementations and Concepts* (National Textbook Company, 1987)

Non-Conventional Methods

Jack C. Richards and Theodore S. Rodgers *Approaches and Methods in Language Teaching* (Cambridge Language Teaching Library, 1986)

Classroom Research

With regard to research, I would recommend *Classroom Oriented Research in Second Language Acquisition* (Michael H. Long and Herbert Seliger (Eds.); Newbury House, 1983)

Finally, the following anthologies cannot go without mention: Harold B. Allen and Russell Campbell (Eds.) *Teaching English as a Second Language: A Book of Readings* (McGraw-Hill, 1972)

Kenneth Croft (Ed.) *Readings on English as a Second Language* (Winthrop, 1980)

Conclusion

Our humanistic approach to teaching has taught us that only truly qualified teachers can effectively help promote the quality of language instruction. To this end we need teachers who, in addition to academic specialization and professional education, have acquired a sound knowledge of linguistics, anthropology, sociology, psychology, and methodology. Good teachers throughout their lives must be as willing to learn as to teach. ("And gladly would he learn and gladly teach," as Chaucer said about a good teacher.) The ideal is that the teacher remains professionally forever young, forever eager, and forever curious. Thus the list given above is merely intended to be a beginning for good teachers who will continue to learn throughout their lives through reading. To conclude, I would quote Sheldon Glashow. "Books are cheap and readily available. To read is the thing, voraciously and eclectically."

Opportunities in the United States and Abroad

Teaching English to Speakers of Other Languages

Field teaching
Internships available through the Boston University Center for English Language Acquisition

Coursework in TESOL methodology
Language theory, language acquisition, and cultural awareness

Creative and innovative teacher training
Formal and informal pedagogical techniques both theoretical and applied

The Boston University School of Education offers the following master's level TESOL teacher-training programs:

Teaching English as a Second Language at the K-5, 5-9, and 9-12 grade levels in U.S. public schools

Teaching in domestic and international college and adult education programs

Applications accepted throughout the year

Boston University School of Education



Boston University is an equal opportunity institution.

To: Dr. Steven J. Molinsky, Director, Graduate TESOL Programs, Boston University, School of Education, 605 Commonwealth Avenue, Boston, MA 02215

Please send further information about your graduate TESOL programs

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The ESL Textbook Explosion: A Publisher Profile

Pearl Goodman and Satomi Takahashi
University of Illinois at Urbana-Champaign

In an effort to better understand the current flood of textbook publication overwhelming the ESL teacher and administrator, a quantitative analysis of the 1986 catalogs of twenty-eight major ESL textbook publishers was conducted at The University of Illinois at Urbana-Champaign. Initially, one hundred and twenty-two publishers were identified, either through TESOL or our own Instructional Materials Center resources. It was decided that this was an unmanageable number to work with and that it would be necessary to limit the number of publishers included in our study. Publishers were selected for inclusion largely with regard to how widely their books were sold. This determination was made on the basis of the publisher's appearance in the 1986 or projected appearance in the 1987 Delta Systems Catalog,¹ the largest national and international ESL textbook supplier in the United States to our knowledge. Except for a few new titles, an all-out effort is made to include in the Delta Systems Catalog only those textbooks that are the best sellers, and these are re-examined for inclusion annually, according to Dick Patchin, the company president. Hence, it was assumed that the publishers of those textbooks were reaching the largest U.S. market. The list of publishers that emerged is certainly one that any ESL teacher or administrator would recognize as familiar.

The study was directed at what publishers call Adult/College books. However, since some of the catalogs included books for school grades Primary K-6 and Secondary 7-12, the decision was made to give a brief accounting of them as well in a small second part. Only ESL classroom textbooks were included in both parts. Books intended for the teacher, such as methodology or teacher reference and resource books, were excluded in both parts. Quirk et al. being the only exception.

Each group of materials, Adult and Primary, was then broken down into nineteen categories by skill areas (e.g., reading, composition) or text types (e.g., basal text, video). The breakdown was based on what emerged as fairly consistent industry-wide categorization. There was a greater uniformity than we had expected and in only two situations did we find it more useful to combine the publishers' categories: vocational ESL books are counted with English for special purposes books, and readers and reading have been combined.

Skill areas and text types were then divided into proficiency levels, again using the publishers' assessment. Level is perhaps the most difficult appraisal to make; witness the current effort by ACTFL to establish uniform language proficiency levels and the hostile reaction in some quarters. The question of establishing level is currently in a state of flux. Therefore, the mostly arbitrary decisions by textbook writers and publishers were accepted as adequate for this study at this time.

General Observations

Organizing the data as described above and tabulating it yielded some very interesting and suggestive figures.

1. The grand total number of textbooks currently made available by the twenty-eight selected publishers in the U.S. is 1,623 (not counting for some occasional overlap of titles).

This is a staggering number of books, especially when one considers the uncounted publications of smaller and/or non-U.S. publishers, plus the increasing phenomenon of ESL authors publishing their own books, now made possible by simplified duplication technology.

2. The number of books available for the Adult/College market in this count is 1,493 while for the Primary/Secondary school market it is 130. There are probably more children than adults studying ESL, and the smaller number of books provided for them probably reflects the widespread use of basal text in the primary grades. These are usually multi-volume textbooks that cover all skill areas and usually have workbooks. Adults learn English under a greater variety of circumstances, and probably this accounts for the greater number and variety of textbooks.

3. For the adult, if one combines the two categories, more reading (558 titles)² and composition (121 titles) texts are published than any other category. While there has been a great emphasis on survival English and English for special purposes in recent years, there has also been a tremendous increase in the foreign student population at U.S. universities, where reading and writing are of great importance. Overseas there is also increased preparation for advanced study using English.

4. The second largest single category of books that emerged was, not unexpectedly, English for special purposes with 177 titles, reflecting current widespread professional and vocational focus among ESL students. There has also been very great concern about the illiteracy problem in this country.

5. The greatest number of published textbooks is at what is deemed to be the intermediate to advanced level. This fact may reflect the increased number of foreign university students reported in *The Chronicle of Higher Education* or the increase in formal ESL study in the learner's native country, where the beginning level will have been covered. It may also reflect the difficulty of producing interesting beginning level materials.

6. Grammar books, not including basal texts, continue to be a major portion of the total class textbooks published in spite of current pedagogical emphasis on content or function, a fact which may suggest that the demand for rule learning and reference books is still high.

7. Further evidence of the high interest in student reference material is the number of dictionaries published for ESL learners, thirty-six from these publishers alone. This does not include special word lists.

8. In the area of computer software, there are a total of thirty-two packages, three of which are not designed for adults. Of the twenty-nine packages for adults, twenty-four are from the Regents/ALA Company, making them the leader in this area. As for video programs, the British are considerably out front. Out of twenty video programs for adults, at least fourteen are of British origin. The single program for Primary K-6 is from the British publisher, Thomas Nelson & Sons.

9. Books that teach English through the arts, using music, drama, painting, or poetry as teaching materials, are at the bottom of the list with a total of only ten books. Perhaps this is an area where teachers prefer to choose non-

textbook materials on a personal basis.

10. While a very large number of basal texts are available for adults (eighty-six), there are five other categories for adults that are larger. However, basal texts are the second largest number of books for Primary groups (eighteen). Since books of this kind usually purport to cover everything, school systems no doubt find them the most useful, and simplest to use, as suggested earlier.

Publisher Profiles

In doing the kind of study presented here, what soon becomes apparent is that competition for the ESL market is intense, and with the increasing size of the publishers' lists, it may become more and more difficult for all of the materials published to be absorbed by the market. There is talk by textbook salesmen that some companies may be over-extended and, as in other industries, we may soon see some changes. However, in the meantime, looking at the publishers' lists, as presently constituted, can be very useful.

Who were the publishers in our study and what did we learn? One thing we learned is that publishing companies are as active in take-over and international alliances as other companies currently are. For example, Prentice-Hall, one of the leading U.S. ESL publishers, has, among other things, absorbed many of the publications of English Language Services. Macmillan has also absorbed many of English Language Services' publications. Harper and Row is now the parent company of Newbury House. Alemany Press states in its catalog that it issues materials from selected overseas publishers. In addition to their American English publications, Longman, Cambridge, and Oxford have British materials adapted or suitable for teaching American English as does Pergamon, also originally a British company. Thomas Nelson, the fourth largest ESL publisher considered in the study, publishes mainly British English materials in no way altered for the American market, demonstrating that even unadapted materials are becoming increasingly saleable overseas. Despite this volatile and changing picture of the industry, individual publishers seem to be carving out special areas in which to concentrate their efforts, thereby shaping publisher "personalities" or "profiles" that help us decide where to look when we need certain kinds of materials. (For a thumbnail sketch of each publisher in our study, see below.)

Conclusion

The study made was an incomplete one, but it was large enough to indicate three very important trends: (1) the huge growth in absolute numbers of ESL publications, (2) the internationalization of the industry and of ESL teaching materials, and (3) the emergence of publisher profiles.

The first trend may collapse of its own weight, and we may get a sufficient reduction in growth to make the selection of ESL materials somewhat more manageable, but, in the meantime, ESL teachers and administrators will have to deal with a very sizable number of publications well into the foreseeable future.

The internationalization of the industry, while adding to a broader and more interesting

Continued on next page

spectrum of teaching materials, has also added significantly to the giant labor of seriously examining and selecting from the rapidly growing number. This trend will probably continue unabated and even accelerate as we move into an era of "national Englishes" and continued internationalization.

The third trend, it is hoped, will help us cope more effectively with the first two trends. Most publishers will probably continue to grow and develop largely in specialized areas, partly due to predilection and partly due to market forces. Those who already have a lead in a specific area will probably continue to try to maintain it. Others, weak in the same area, may decide that the field is already too crowded and develop in an area in which they are stronger or move to a whole new area in which they can compete more successfully. This is the way in which the magazine and television industries have adjusted, and it is a likely road for ESL publishers. We need help with the vast welter of publications to find appropriate teaching materials. If we are looking for a dictionary, where are the best places to begin? Who publishes books on idioms and who doesn't? Who's interested in ESP, and who isn't? Qualitative information would be even better, but there is no question that quantitative information can help.

The authors of this study hope that this will be only the first step toward the development of a better understanding of the character and "personality" of the large array of publishers now so assiduously and conscientiously supplying us with ESL teaching materials. In the hope of initiating an ongoing dialog toward this end, we have sent a copy of this report to each of the publishers included in the study, requesting their reactions to our "profile" of them. We look forward to adjusting our characterizations accordingly, perhaps including the publishers' own statement of ESL publishing policy along with their vision and projected plans for the future.³ We are after all partners in the same enterprise and as such depend on each other for the best possible flow of information and mutual support.

PUBLISHER PROFILES

Longman (219 titles) *

* Henceforward in this section, the number of titles will be given in the parentheses following the publisher's name and after skill areas or proficiency levels.

Through our quantitative analysis, we learned that, of the twenty-eight leading publishers, Longman issues the greatest number of ESL publications. In particular, the skill area of Reading (168) is most emphasized. It is this large number of reading books that makes this publisher rank first in the total number of textbooks among the twenty-eight publishers. However, a close examination of the reading textbooks published by Longman reveals that most of them are readers of British origin; we can find only a few American or European stories in their reading list. In regard to the proficiency levels emphasized by these readers, most of them are what we call "graded readers," and thus, teachers can select appropriate readers according to their students' proficiency levels (from the beginning level to the advanced level).

Longman is also strongly interested in publishing Dictionaries (9).

Regents (189)

The following six areas are most fully represented by this publisher:

Basal Texts (12): All proficiency levels are covered by six texts. Three texts are for the beginning-intermediate level.

Conversation (12): In particular, the intermediate-advanced level is focused on (5).

Reading (80): Sixty readers are available for the beginning-intermediate level.

Idioms (4): The teaching materials for the skill area of Idioms are published for all proficiency levels.

ESP (34): This skill area is available for the advanced level (27), especially.

Computer Software (24): The courseware from the Regents/ALA Company emphasizes all proficiency levels.

Regents has the greatest number of publications for Basal Texts, Conversation, Idioms, ESP, and Computer Software, respectively.

Prentice-Hall (173)

This publisher ranks first in the skill areas of Grammar (24), Composition/Writing (23), and Pronunciation (7), respectively.

Grammar (24): All the proficiency levels are provided for; but, in particular, the intermediate-advanced level (7) and the beginning-intermediate level (6) are featured.

Composition/Writing (23): The advanced level is particularly focused on. Eight texts are issued for this skill area at the advanced level.

Pronunciation (7): This skill area is available for the beginning level (3), especially.

This publisher also issues a great many textbooks for Reading (44) and ESP (18).

Thomas Nelson & Sons (93)

This publisher issues teaching materials mainly for British English. Thomas Nelson is particularly interested in promoting materials for testing (12) and Video (10). In fact, this publisher ranks first for these two areas.

The materials for testing include the practice tests for TOEFL, TOEIC, Michigan Certificate English, Cambridge First Certificate, and JMB Test (Joint Matriculation Board Test in English (overseas)), and so forth. Thomas Nelson makes an attempt to make available video teaching materials for all the proficiency levels (one set for the beginning, three for the beginning-intermediate, two for the intermediate, one for the intermediate-advanced, and two for the advanced level).

Pergamon (89)

This publisher issues ESL textbooks for both American English and British English.

The area that is emphasized most by Pergamon is ESP. Specifically, this publisher issues 33 textbooks for this skill area, ranking second only to Regents. It should be noted here that proficiency levels beyond the intermediate level are the primary focus for this area. It is probably assumed that this skill area is concerned with complex pragmatic matters, which require a higher general proficiency in English.

Heinemann (88)

Heinemann's major emphasis is placed on Reading (82). Of eighty-two reading textbooks, eighty are graded readers. eighteen are for the beginning level, nineteen for the elementary level, thirty-one for the intermediate level, and twelve for the advanced level. Various types of stories are covered by these readers.

National Textbook Co. (89)

This publisher makes available many reprints. The following four skill areas are primarily emphasized by this publisher.

Composition/Writing (13): One text is for the intermediate-advanced level. There is no specific reference to the proficiency levels for the other twelve texts.

Vocabulary (6): One text each for the beginning, intermediate, and advanced levels. The other three texts are unspecified as to level (This publisher is one of those issuing the greatest number of textbooks for this skill area.)

American Culture/Citizenship (16): Four texts are at the beginning-intermediate level and twelve texts are available for the intermediate level. (This publisher issues the greatest number of textbooks for this area.)

ESP (13): Two texts are for the beginning-intermediate level, one for the beginning level, and one for the intermediate level. Nine texts are unspecified as to level.

Macmillan (79)

Macmillan emphasizes the skill areas of Grammar (12) with a focus on the intermediate-advanced level (10). This publisher is also interested in developing Reading materials (29): two for the beginning level, nineteen for the beginning-intermediate level, four for the intermediate level, two for the intermediate-advanced level, and two for the advanced level. Furthermore, the skill area of ESP is focused on by issuing nineteen textbooks. All of these ESP textbooks are for the intermediate-advanced level.

Newbury House (67)

Newbury House is interested in publishing teaching materials for Composition/Writing (10) with a focus on the intermediate-advanced level (5). This publisher also issues a substantial number of textbooks for Conversation (9), of which five texts are for the intermediate-advanced level. Reading (16) is also a Newbury House major interest: the intermediate level is particularly focused on (7).

McGraw-Hill (65)

The following three areas are McGraw-Hill's leading interests:

Reading (16): Special attention is paid to the intermediate level (14)

ESP (13): The intermediate-advanced level is emphasized (8).

Testing (7): This skill area is particularly emphasized for the intermediate-advanced level (4).

Oxford University (62)

This publisher issues teaching materials for both American English and British English.

Oxford's strongest interests are Reading (19), ESP (13), and Dictionaries (8):

Reading (19): This skill area is emphasized, especially for the intermediate-advanced level (14)

ESP (13): The intermediate-advanced level is particularly focused on. Two texts are issued for this skill area at the intermediate-advanced level.

Dictionaries (8): Three dictionaries are available for the advanced level, two for the intermediate level, two for the beginning-intermediate level, and one for the intermediate-advanced level.

Cambridge University (36)

This publisher also issues teaching materials for American English and British English, respectively.

The areas emphasized most by Cambridge are Conversation (7), Reading (10), and Pronunciation (5):

Conversation (7): Four texts are for the intermediate-advanced level. Of these four, two are for American English and the other two are for British English.

Reading (10): Seven texts are at the intermediate level. Pronunciation (5): They have two intermediate-level texts.

Harcourt Brace (36)

This publisher's major emphasis is on Reading (19). Ten texts (readers) are for the intermediate level.

Addison-Wesley (34)

Addison-Wesley emphasizes the area of Basal Texts (8). Three texts of the eight are for the beginning level.

Alemany Press (32)

This publisher also publishes materials from selected publishers overseas, such as in Canada, Japan, and England.

Alemany Press particularly emphasizes the following two areas:

American Culture/Citizenship (6): One text is for intermediate-advanced students. For the other five texts, there is no specific reference to proficiency levels.

Games (5): One text is for the intermediate-advanced level and one for all proficiency levels. For three texts, no specific reference is made to the proficiency levels. Visual materials can also be represented by these three texts.

Holt, Rinehart, & Winston (29)

This publisher is strongly interested in publishing teaching materials for Composition/Writing (10). Five texts are available for the intermediate level.

Random House (21)

Random House is mainly engaged in developing teaching materials used in intensive English programs for college or college-bound students. On the whole, this publisher evenly emphasizes five basic skill areas, i.e., Grammar (4), Composition/Writing (5), Conversation (4), Listening Comprehension (4), and Reading (4). For each skill area, the intermediate level is particularly focused on (two texts for each skill area).

University of Michigan (21)

The University of Michigan particularly emphasizes the skill area of Grammar (5) with a focus on the intermediate level (3).

Easy Aids (20)

This publisher exclusively focuses on the development of Duplicating Masters/Visuals (20), which are mostly designed to develop English communication skills essential to everyday life situations. One set is for the beginning-intermediate level and one is for the intermediate level. For the other eighteen, there is no specific reference to proficiency levels.

Harper & Row (16)

Harper & Row is interested in developing teaching materials based on American culture. Four texts for American Culture/Citizenship are published for the intermediate level; and these four can be further used to teach other language skills, such as reading, conversation, grammar, listening comprehension, pronunciation, and vocabulary, and so forth.

Heinle & Heinle (16)

This publisher's major interests are Composition/Writing (5) and Video (3).

Composition/Writing (5): Two texts are for the intermediate level and one for the intermediate-advanced level. For the other two texts, no specific reference is made as to proficiency levels.

Video (3): Two sets are available for the beginning-intermediate level and one set is for the intermediate level.

University of Pittsburgh (14)

The University of Pittsburgh primarily emphasizes the skill areas of Grammar (4) and Composition/Writing (4):

Grammar (4): All four texts are at the beginning-intermediate level.

Composition/Writing (4): The beginning level is emphasized (2).

Minerva (10)

Minerva's leading interest is two-word and three-word verbs as idioms. The following two areas cover these verbs:

Idioms (2): No specific reference is made as to proficiency levels.

Dictionaries (2): One dictionary is for two-word verbs and the other is for prepositions. There is no specific reference to proficiency levels.

Pro Lingua (8)

This publisher focuses on the skill area of Reading (Readers) (3). One reader is available for all proficiency levels. For the other two, no specific reference is made regarding proficiency levels.

Lingual House (7)

This publisher's strongest interest is in the skill area of Listening Comprehension (6). The intermediate level is particularly emphasized (4).

Scott, Foresman (4)

Scott, Foresman emphasizes Basal Texts (3). Of the three, two texts are at the beginning level. On the whole, however, this publisher's major interests are teaching materials for adult basic/continuing education and GED (General Education Development).

Linmore (4)

This publisher is interested in developing teaching materials for Reading (2) with special attention paid to the beginning level.

Delta Systems (2)

Delta Systems publishes two Basal Texts. One is primarily intended for refugee programs in the U.S. with a focus on the development of survival skills in English. The other is for the development of pre-literacy/readiness skills. (This company stocks about 2,000 adult ESL titles published by the other leading ESL publishers. This number includes methodology or teacher reference books.)

ACKNOWLEDGEMENTS

The authors wish to acknowledge and publicly thank Dick Patchin of Delta Systems Company, Inc. for the valuable information and insights he provided on the subject of current ESL textbook publishing and distribution.

FOOTNOTES

¹ Two additional publishers, Harcourt Brace Jovanovich, Publishers and Scott, Foresman and Company, who entirely control their own distribution, were also included on the basis of their long-time and significant ESL publishing activities.

² The authors feel that the huge number of reading books, because it includes "readers," somewhat distorts the picture of reading relative to the other skill areas. For example, it is doubtful that reading is taught four to five times more than other skill areas, but rather it is probably the case that several "readers" are used in each reading class.

³ Editor's Note: We have received numerous positive responses from publishers and we will print them in the June issue of the TN.

Skills	Total	Addison-Wesley	Alemany Press	Cambridge University	Delta Systems	Easy Aids	Harcourt Brace*	Harper & Row*	Heinemann	Heinle & Heinle	Holt, Rinehart & Winston*	Lingual House	Linmore	Longman	McGraw-Hill	Macmillan	Minerva	National Textbook Co.*	Newbury House	Oxford University	Pergamon	Prentice-Hall	Pro Lingua	Random House*	Regents	Scott, Foresman	Thomas Nelson & Sons	University of Michigan*	University of Pittsburgh
Reading (incl. Readers)	558	7	2	10			19	4	82	2	7		2	168	16	29	2	5	16	19	13	44	3	4	80		20	3	1
E S P	177	1	2	3					2				1	10	13	19	1	13	1	13	33	18			34		13		
Composition/Writing	121	3	3	2			4	3		3	10			6	4	9		13	10	1	2	23			3	1	7	3	4
Grammar	111	2		2			6				3			5	9	12	1	3	8	6		24	2	4	9		6	5	4
Conversation	91	5	1	7			5	1		3				7	1	2	2	4	9	3	6	11		4	12		5	1	2
Basal Texts	86	8	3	2	2		2		1	2	3			3	4	2		6	6	2	6	9			12	3	7	3	
Listening Comp.	60	3	1	2				1	2		1	6		5	1	1		1	6		9	7		4	3		5	2	
Duplicating Masters/Visuals	35	3		1	2													5		1	5								
Testing	33	1	3											7					4		4	1			1		12		
American Culture/Citizenship	33	1	6	1				4										16			1	3			1				
Vocabulary	30		3					1			1			1	2			6	2	6		3	1		2		1	1	
Dictionaries	30													9	1	1	2	2		8	2				1		4		
Computer Software	29										2				1	1		1							24				
Pronunciation	23		2	5							1				1	1			1		1	7						2	2
Games	21		5	1					1		1				1			1		6		2			1		2		
Idioms	20		1					2		1					1		2	2	3	1		1			4		1	1	
Video	20									3				4					1		1	1					10		
English thru the Arts	10										1			1	1	2		1		2					2				
Spelling	5														2			1				1							1
GRAND TOTAL	1493	34	32	36	2	20	36	16	88	16	29	7	3	219	65	79	10	80	67	62	89	153	8	21	189	4	95	21	14

Facts and Faces Quiz (from pages 2 and 3)

Answers

1. Charles Carpenter Fries (1887-1967) founded the English Language Institute at the University of Michigan at Ann Arbor in 1941. He also wrote the very influential *Teaching and Learning English as a Foreign Language* (Ann Arbor: University of Michigan Press, 1945) and was one of the founding editors of *Language Learning—A Quarterly Journal of Applied Linguistics* (with Kenneth L. Pike and W. Freeman Twaddell).
2. Teachers College, Columbia University awarded 13 Master of Arts degrees in the Teaching of English as a Second Language on June 8, 1950. Virginia French Allen, Aileen Kitchin, and Mary Finocchiaro were the prime movers in this program. Although there were a few other teacher training programs with TESL/TEFL components in existence at the time, the degrees they awarded were primarily in linguistics or English. There are now post-graduate teacher training programs in TESOL at over 180 universities in North America and the U. K.
3. TESOL was founded with the support of NCTE, NAESA (especially its Association of Teachers of English as a Second Language, (ATESL), section), SAA (Speech Association of America now SCA, the Speech Communication Association), MLA and CAL. CAL was an autonomous project of MLA until 1964. IATEFL is a British-based organization founded in 1967 (see 16 below); ACTFL was founded in 1967 and NABE in 1975.
4. Harold B. Allen, who became the first president of TESOL, was liaison officer for NCTE's committee on English as a second language. Robert L. Allen was also a member of this NCTE committee and a member of the executive committee of NAESA's English Language Section (from 1964, ATESL). James R. Squire, the executive director of NCTE, was the program director for the fledgling conference of TESOL held in Tucson, Arizona in 1964 (see question 5). Sirarpi Ohannessian, director of the English program of the Center for Applied Linguistics was the program director for the second conference in San Diego and interim secretary and treasurer during the three-year organizing period. (George Anderson, associate executive director of the MLA, was the program chair for the New York conference.) Mary Finocchiaro helped to establish the first ESL teacher training programs in the U.S. and was the fifth president of TESOL, 1970-71.
5. All three are correct. The first annual conference on Teaching English to Speakers of Other Languages, sponsored by the NCTE, NAESA, CAL, MLA and SAA, was held in Tucson, Arizona in May 1964. The second conference sponsored by these organizations was held in San Diego on March, 1965. TESOL, the organization, however, was not created as a permanent association until the third of these jointly sponsored conferences, held in New York City, March 17-19, 1966. The first convention of the organization was in Miami Beach, April 13-15, 1967.
6. The primary interests designated by participants in TESOL's founding conference in New York City in 1966 were: elementary education, followed by teacher training, college education, adult education, secondary education and teaching English overseas. The membership changed dramatically in 20 years. The largest of the present TESOL Interest Sections (from 1975-1982, Interest Groups) is now (9/86) Teaching English Internationally (with 1875 primary members), followed by ESL in Higher Education (1593), ESL in Adult Education (943), ESL in Elementary Education (668), ESL in Secondary Education (651), Applied Linguistics (595), English for Foreign Students in English Speaking Countries (561), Teacher Education (299), ESL in Bilingual Education (279), Computer Assisted Language Learning (272), Research (216), Program Administration (202), Refugee Concerns (193), Standard English as a Second Language (74) and Materials Writers (56).
7. The first editor of the *TESOL Quarterly* (TQ), from 1966 to 1972, was Betty Wallace Robinett. The other editors of the TQ were Maurice Imhoof (1972-1973), Ruth Crymes (1973-78), Jacqueline Schachter (1978-83), [William Rutherford, acting editor, 1980-81, H. Douglas Brown, interim editor, 1982-83] and Barry Taylor (1983-85). Stephen Gaies [acting editor, 1984-85] is the current editor. Before the publication of the first TQ three volumes titled *On Teaching English to Speakers of Other Languages* were published to present the papers given at the first three TESOL conferences (see question 5). The editors were Virginia French Allen (Series I, 1964), Carol Kreidler (Series II, 1965) and Betty Wallace Robinett (Series III, 1966).
8. New Mexico TESOL became the first TESOL affiliate on October 27, 1969. (It withdrew from TESOL in 1975 to become an affiliate of NABE. A new New Mexico affiliate was established in 1978.) The second and third affiliates were New Jersey TESOL/New Jersey Bilingual Educators on November 20, 1969 and Puerto Rico TESOL on November 25, 1969. The first non-United States affiliate was Venezuela TESOL, August 19, 1971 (This became inactive in its early history, and a new organization was established in 1982). TESOL affiliates are autonomous organizations; several are older than TESOL, for example British Columbia TEAL. There are now (10/86) 44 United States affiliates and 21 outside the U.S.
9. There are now (1/87) approximately 11,000 members of TESOL. The total number of members of all TESOL affiliates is approximately 26,000, of whom about 20% are also members of TESOL. Therefore, TESOL serves, either directly or indirectly through its affiliates, a total of approximately 32,000 members.
10. They all grew up to be *TESOL Newsletter* editors. From left to right they are: Richard Light (editor, 1970-72), Ruth Wineberg (1972-75), John F. Haskell (1975-1982) and Alice H. Osman (1982-present). Not pictured are Harold B. Allen, editor of the first, preliminary issue (1966), and Alfred Aarons (editor 1967-1970).
11. There are approximately 5 million LEP students (aged 5-17) in the U.S., and this number is increasing faster than the general school-age population. (In 1980-81, a quarter of all public school teachers had LEP students in their classes.) Before the Bilingual Education Act of 1968, which TESOL played a major role in helping to draft, the existence of LEP students was barely acknowledged in federal legislation and their numbers were merely guessed at. There are still no accurate numbers for LEP adults in the U.S. There were 121,362 foreign students at U.S. universities in 1968-9 and 342,113 in 1984-5.
12. The first state to legislate certification in ESL for teachers of K through 12 was New Mexico on August 1, 1969. There are now 24 states including Washington, D.C. which have certification, endorsement or licensure for teachers of ESL.
13. TOEFL was first administered in 1964. Development of the test began in 1963 with a coalition of over thirty public and private organizations and was financed by grants from the Ford and Danforth Foundations. It was first attached administratively to the Modern Language Association, but in 1965 the College Board and Educational Testing Service assumed joint responsibility for the program.
14. Four: San Juan, Puerto Rico (1973), Mexico City, Mexico (1978) Honolulu, Hawaii, U.S.A. (1982), and Toronto, Canada (1983).
15. Only one—Jean Handscombe (president, 1985-86) who was born in Scotland and now holds a dual citizenship in Canada and the United Kingdom. Several other presidents were born outside the United States, for example, Paul Bell (Cuba), H. Douglas Brown (Belgian Congo, now Zaire), Mary Finocchiaro (Italy), Christina Bratt Paulston (Sweden), Bernard Spolsky (New Zealand) and Jodi Crandall (Argentina?).
16. ATESL (the Association of Teachers of English as a Foreign Language) was founded by W. R. Lee in 1967. The 'international' was added to the name in 1971. Bill Lee served as chair until 1984. The current chair is Peter Strevens who serves until 1987. IATEFL has 1,700 members, about 1000 of whom reside outside the U.K. (See the article by Peter Strevens on page 13.)
There are several other ESL/EFL teacher organizations, many of which are affiliated to TESOL, such as JALT (the Japan Association of Language Teachers) and Mex-TESOL in Mexico. Other organizations such as JACET (the Japanese Association of College English Teachers) and TESL Canada (whose B.C. TEAL, Ontario TESOL, and SPEAQ [Quebec] affiliates are affiliated with TESOL), are not affiliated with TESOL.
17. The first summer institute was held in 1979 at The University of California at Los Angeles. There has been an institute every summer since then: 1980 at the University of New Mexico, 1981, Teachers College, Columbia University; 1982, Northwestern University (jointly sponsored by Northeastern Illinois University and the University of Illinois at Chicago); 1983, The University of Toronto and the Ontario Institute for Studies in Education; 1984, Oregon State University; 1985, Georgetown University; 1986, The University of Hawaii. The 1987 Summer Institute will be held in Barcelona at ESADE, co-sponsored by TESOL and IATEFL.
18. James Alatis, executive director of TESOL since 1966. Demetrios Efstathios Alatis is of Greek heritage: his family name as pronounced in Modern Greek means *salt*.

ACKNOWLEDGEMENTS

We would like to thank the TESOL Central Office for help throughout the development of this Quiz, James Alatis, Harold Allen, Edward Anthony and Sirarpi Ohannessian for a great deal of background information; and the following for invaluable assistance with particular questions: Peter Fries, Do. J. Waggoner, the Center for Applied Linguistics, the Institute for International Education, New Mexico TESOL, and Teachers College, Columbia University.

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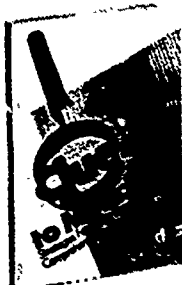
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TESOL

NEWSLETTER

Vol. XXI No. 3

Teachers of English to Speakers of Other Languages

June 1987

Moving from Teacher to Teacher Trainer: Some Suggestions for Getting Started

by Donald Freeman
School for International Training

Teacher training is a fact of life: just about anyone who has been teaching for a while has played the impromptu role of teacher trainer in one form or another. Either individually or for a group, with peers or with junior colleagues, we have worked to suggest a type of material, explain an exercise or technique, or discuss the in's and out's of a particular course, student population, or teaching situation. This imparting of knowledge and skills is a natural part of being a language teacher. It is also at the root of being a teacher trainer.

To want to teach others what you know or know how to do is, in fact, a natural part of being a teacher. It is what Curran (1976) referred to as the "sickness to teach": a healthy and quite human urge to convey to others something of yourself. As basic as this drive may be, it is a necessary, yet not sufficient, condition for becoming a professional teacher trainer. It provides a starting point on which training skills and the awareness which allows one to develop those skills are built.

What follows, then, are five suggestions for transforming that basic urge into the effective beginnings of being a professional teacher trainer. I have couched them as advice to those who would like to get started. At the same time, I would hope that if they are valid, they will be of use to those who are currently engaged in teaching teaching.

Let me begin by summarizing the suggestions:

- 1) Know your subject matter. Know what you want to teach and have confidence both in its worth and validity; know why it is important.
- 2) Use your skills as a teacher when you train. Don't abandon your classroom experience; it is an invaluable source not only for what to present but for how to present it. Often the training process itself has an impact equal to if not more lasting than the content presented.
- 3) Know what you are trying to accomplish. Being clear on the objective will guide your decisions about the training format and what is or is not essential.
- 4) Learn to recognize results. Knowing what you are doing, what you bring, and what you need help to free you enough to see actually going on. That ability to

see and to assess leads to improvement.

Taken at face value, these suggestions seem so deceptively simple that they are commonsensical. There is a lot to each of them, however. I'd like to review them in greater detail before adding the fifth and final caveat.

Suggestion #1: Know your subject matter

On one level, this means nothing more than knowing what it is you want to teach to others. Many people begin as teacher trainers by demonstrating or explaining something in which they are proficient and/or knowledgeable. The folk wisdom in the teachers' room that John is "good at such-and-such" encourages him to share it first with immediate colleagues

and then with increasingly wider audiences, perhaps through local programs and conventions.

On a second level, this statement suggests more complex issues. To know your subject matter means first that you believe in its validity. This belief may come from two sources: your experience with the subject matter and/or your knowledge of its originality. Having worked with it as a classroom teacher, you know that this activity or material is useful to you and therefore you have confidence that it can be of use to others. Likewise the belief may come from the originality of your subject matter: having developed the activity or material yourself, you are confident in it because you know that it addresses an issue or problem which you have encountered in teaching. In either case, your belief in the validity of what you are presenting makes you comfortable with it.

Beyond these two lies a third level. It is knowing *why* this subject matter is worth teaching to others. While validity is important, understanding of the rationale or assumptions which form the underpinnings of what you do is crucial. This *why* often requires some thought. It is in you, yet it is often not clearly articulated. As a teacher, that is fine; but as a teacher trainer, it is incumbent upon you to be able to explain not only what you do but why you do it.

The parallels to language teaching are obvious. You may be comfortable with the language you are teaching because you speak it, yet you need more than that in order to teach it effectively. You need an awareness of the language, developed through a knowledge of applied linguistics combined with reflection on the language as you use it, which enables you to unravel student errors, generate cogent explanations, and structure effective presentation of material.

Similarly, as a language teacher using a listening comprehension technique, for example you need to know how to implement that technique effectively in the classroom. But as a teacher trainer, you must know how to teach others to use that technique effectively. While the second grows out of the first, they are not

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TN welcomes news items from affiliates, interest sections, and organizations as well as announcements, calls for papers, conference and workshop reports and general information of interest to TESOL members everywhere. A length of approximately 300 words is encouraged for those items except for conference announcements and calls for papers which should not exceed 150 words. Send two copies of these news items to the Editor.

Longer articles on issues and current concerns are also solicited, and articles on classroom practices at all learner levels and ages are especially encouraged. However, four copies of these are required as they are sent out for review by members of the Editorial Staff and Advisory Board before publication decisions are made. Longer articles are limited to 1000 words or five typed double space pages. In preparing the manuscript, authors are advised to follow the guidelines found in the TESOL Quarterly. (A copy of the guidelines may also be requested from the TN Editor.)

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President's Note to the Members

At the twenty-first convention in Miami, during the Legislative Assembly, TESOL passed a resolution which is important not only to us as a profession, but also to the hundreds of thousands of students whom we serve. That resolution affirmed the basic rights of all individuals to their linguistic and cultural heritage and it opposed any efforts which would restrict those rights.

At first thought, it might seem strange that an organization of individuals who teach English as a second or foreign language would feel the need to publicly state its support for first language rights. However, there is no paradox in respecting individuals' rights to their own languages while simultaneously helping them achieve their objectives of learning English as an additional language or standard dialect.

Prior to the TESOL Convention, a number of other professional organizations in the United States passed resolutions expressing their opposition to legislative efforts to declare English as the official language in the United States. The National Council of Teachers of English, the Linguistic Society of America, the Modern Language Association, the National Association for Bilingual Education, the Center for Applied Linguistics, and a number of TESOL affiliates (Arizona, California, Connecticut, Minnesota, and many others), as well as the officers and executive director of TESOL, produced strong statements objecting to any initiative to amend the Constitution of the United States to declare English the official language or any initiative by the states to enact similar legislation.

The arguments advanced in these resolutions are quite similar. All agree that these initiatives are unnecessary. It should be apparent to everyone in the United States of America that English functions as the major language of education, government, and commerce. In fact, the role of English is so dominant that one wonders why anyone would feel it necessary to make what is already implicit and de facto, both explicit and de jure. The implication of these initiatives is that refugees, immigrants, and other language minority Americans do not want to learn English, when nothing could be further from the truth.

A survey of adult ESL being conducted by the Center for Applied Linguistics reveals a considerable need for increasing the number of available classes. There are tens of thousands of adults in the United States who would be enrolled in ESL classes if they were available. It is ironic, but sad, that at the same time as the state of California was passing Proposition 63 to make English the official language of the state, some 40,000 adults were turned away from adult ESL classes in Los Angeles alone, because there was no space. As the Linguistic Society of America succinctly put it, "The English language in America is not threatened. All evidence suggests that recent immigrants are overwhelmingly aware of the social and economic advantages of becoming proficient in English."

The letter from the officers and executive director of TESOL to U.S. affiliate presidents also took issue with assumptions "that those who are not proficient in English need an official impetus to compel them to learn English." The letter continued, "As professionals who administer and teach in ESOL programs, we know that this is not the case. No one is more aware of the social and economic

advantages of knowing English in the United States than the students who attend our classes." The efforts of those who seek to enact legislation declaring English the official language of the entire United States or of individual states could be more usefully expended in support of legislation for more funding for ESL instruction.

Besides being based on false assumptions, these English only/English as official language initiatives are dangerous because of the restrictions they may engender. It has taken years in the United States to establish the rights of individuals to have access to medical services, legal services, education, and other social services in a language they can understand. The current initiatives could reverse these gains and deny that access. Only one amendment to the United States Constitution has restricted individual rights: that amendment involved the prohibition of alcohol and it was subsequently repealed. All other amendments have guaranteed, expanded, or extended individual rights. With the passage of current initiatives or an amendment to the United States Constitution, bilingual voter information and ballots, interpretation and translation services in the courts, bilingual approaches to education could all be threatened.

We in TESOL have differing views on the kinds of educational programs which are most appropriate for language minority children, but there are two things upon which I think we could all agree: 1) that all students who speak a language other than English should be offered an opportunity to acquire English and 2) that they should be provided the best possible program of instruction. Efforts to exclude educational options such as bilingual education, where it would be optimal, should be opposed.

Some supporters of these English as an official language initiatives believe that the declaration of an official language can foster unity. Rather than uniting a country, however, "attempts to impose a common language by force of law usually create divisiveness and disunity." These words from the resolution passed by the Linguistic Society of America may already be reflected in the suspicion, distrust, and acrimony which have been unleashed in the course of debates on this issue.

But this is not simply a local issue for those living in the United States. Individuals' rights to their own language and cultural heritage are universal rights, and TESOL, as an international organization, chose to frame its resolution within this larger sphere. In Miami, when we adopted a Resolution on Language Rights, not only did we vote to oppose all measures which would establish English as the official language of the United States of America, but we also emphasized our support for "measures which protect the right of all individuals to preserve and foster their linguistic and cultural origins," while also supporting their right to an "opportunity to acquire proficiency in English."

On the day we did so, I was sorry that Francisco Gomes de Matos, one of our colleagues from Brazil and a long-time TESOL member who has argued so eloquently for the linguistic rights of individuals, was not there to

Continued on next page

President's Note

Continued from page 2

share in the moment. He has been urging TESOL for some time to adopt a "universal declaration of individual linguistic rights" which would affirm their "first language rights": that is, "the right to learning (acquiring), using, maintaining, valuing and preserving or 's first language" while also ensuring the rights of those individuals "to learn a second language" (TN 4/86).

One might ask whether it is appropriate for a professional association to take a stand on issues of this type. It may be that it is impossible *not* to do so. This has certainly been the experience of many TESOL affiliates whose advice on this issue has been sought by local policy makers. Moreover, as Elliot Judd has recently suggested (TN 4/87), teaching English to speakers of other languages is both "a political act and a moral question," and it applies to us whether we are teaching in an English-speaking country or in a country in which English is studied as an international language. Where there are competing languages (where major languages can overpower minor ones) we have an obligation to state firmly our respect for our students' languages and cultures at the same time as we are facilitating their rights to learn another language.

As English teachers, we may not be able to, nor feel it is our place to act as advocates for local languages. However, in our teaching and our relations with our students we can demonstrate our respect for their languages and cultures and we can strive to present "culture-fair" English programs. We can also encourage access to English language instruction for all who choose to learn English for its social, economic, or educational benefits, making certain that this opportunity is extended beyond a small elite.

Perhaps it is this issue of "access" to language instruction which unites all of us in the profession. As teachers of English, we are continually reminded by our students of the value of English language proficiency as a means of access to international communication, commerce, and science and technology. We can serve as advocates for all those who desire access to English language classes. At the same time, we can support "the study of other languages for native English speakers" as the TESOL Resolution on Language Rights also urges.

JoAnn Crandall
JoAnn Crandall

ORGANIZATIONS PASSING RESOLUTIONS PROTESTING "ENGLISH ONLY" INITIATIVES

Center for Applied Linguistics. 1987.
Passed at the 1987 Board of Trustees Meeting.

Linguistic Society of America. 1986.
Passed at 1986 Annual Convention in New York.

Modern Language Association. 1986.
MLA Resolution #4 Passed at 1986 Annual Convention in New York.

National Association for Bilingual Education. 1987. Passed at 1987 Annual Convention in Denver. See NABE News, 10, 4, 6.

National Council of Teachers of English. 1986. On English as the official language. Passed at the 1986 Annual Convention in San Antonio.

Teachers of English to Speakers of Other Languages. 1987. Resolution on language rights. Passed at the 1987 Annual Convention in Miami. Reprinted below.

Jean Zukowski/Faust Appointed TN Editor

The TESOL Executive Board appointed Jean Zukowski/Faust of Northern Arizona University as editor of the *TESOL Newsletter* beginning with the October 1987 issue.

The current editor, Alice H. Osman of LaGuardia Community College, CUNY, concludes her term as editor with the August issue.

Readers who wish to direct articles to future issues of the TN should address them to:

Jean Zukowski/Faust
Editor, *TESOL Newsletter*
Northern Arizona University
Flagstaff, Arizona 86011, U.S.A.

News items or announcements intended for publication in the October issue should be sent to Ms. Zukowski/Faust no later than August 15th—the sooner the better.

Job notices for any issue of the TN are to be sent to the TESOL Central Office, Attention: Julia Frank-McNeil, 1118 22nd St. N.W. #205, Washington, D.C. 20037, U.S.A. (See page 31.)

Inquiries about advertising in the TN are to be directed to Aaron Berman, TESOL Development and Promotion, P.O. Box 14396, San Francisco, California 94114, U.S.A. Telephone: (415) 697-5638.

Ms. Zukowski/Faust's appointment concludes the work of the Newsletter Editor Search Committee, an ad hoc committee appointed by the Executive Board in June 1986. Serving on that committee were JoAnn Crandall, Julia Frank-McNeil, Sue Morrisroe, Rita Wong and Alice Osman.

In Memoriam

SUE MORRISROE

On February 20, Sue Morrisroe, first vice president of Illinois TESOL/BE, passed away as the result of a massive stroke she had experienced less than a week before. Illinois TESOL/BE, TESOL, and the English language teaching profession at large will greatly miss Sue.

Sue had served as a member of the Executive Board of Illinois TESOL/BE from 1983-1986. She was then elected first vice president (convention chair and president-elect). She was also serving TESOL as a member of the Newsletter Editor Search Committee. She had been the co-editor of the Secondary School Interest Section Newsletter of TESOL for five years. She was a frequent presenter at state, regional and international conferences on matters of concern to ESL and content area classroom teachers.

Sue served as the co-chair of the Certification Committee of Illinois TESOL/BE as Illinois worked toward reaching the now-attained goal of certification for ESL and bilingual teachers in Illinois. She was committed to excellence in teacher preparation, teaching and learning. She was the consummate professional, a person who very much cared for others, personally and professionally. Sue has left each teacher in our profession an excellent model to follow. Everyone who knew her will greatly miss her.

David Barker

TESOL Resolution on Language Rights

Whereas TESOL is an organization which promotes programs that provide speakers of other languages the opportunity to learn English and

Whereas TESOL supports the study of other languages for native English speakers; and

Whereas, in recognition of the right of all individuals to preserve and foster their linguistic and cultural origins, TESOL also supports learners of English maintaining their native tongues during and after their learning of English; and

Whereas these rights have been affirmed by such international organizations as UNESCO and the European Economic Community and in such international treaties as the Helsinki Accords; and

Whereas several states within the United States of America have enacted and other states and the United States Congress are considering legislative measures which could be used to deny these basic language rights; and

Whereas the considerable resources being spent to promote and implement English-only policies in the United States of America could be allocated more effectively for language instruction, including English as a

second language, at all educational levels and within all educational settings;

Therefore be it resolved that TESOL support measures which protect the right of all individuals to preserve and foster their linguistic and cultural origins; and

Be it further resolved that TESOL oppose all measures declaring English the official language of the United States of America or of any legally constituted part thereof; and

Finally be it resolved that TESOL circulate this resolution to its affiliates and interest sections, to other professional organizations and to appropriate public officials, especially those officials in localities where policies counter to the principles established in this resolution are being considered.

We in TESOL strongly believe that this resolution reaffirms the highest ideals and traditions of our profession as teachers of English to speakers of other languages—namely that all individuals have the opportunity to acquire proficiency in English while maintaining their own language and culture; and culture.

Adopted at the TESOL Legislative Assembly
April 24, 1987

Lauren Johnson Is Winner of 1987 TESOL/Prentice-Hall/Regents Fellowship

by Louis Carrillo
Prentice-Hall/Regents

"Elated!" was Lauren Johnson's reply when I asked her how she felt on learning that she was the winner of this year's TESOL/Prentice-Hall/Regents fellowship. Ms. Johnson is an elementary school teacher whose experience encompasses such diverse teaching situations as a one-room schoolhouse in rural Wyoming, the American Community School of Abu Dhabi (United Arab Emirates), and an international magnet school in Takoma Park, Maryland. An international magnet school is one that specializes in teaching international students and that draws students from the entire country.

Ms. Johnson was born in Massachusetts, attended North Adams State College (Massachusetts), and taught in Wyoming and the United Arab Emirates. Teaching abroad stimulated her interest in international students, and she is now an M.A. candidate in teaching ESOL at the School for International Training in Brattleboro, Vermont.

Ms. Johnson is one of two full-time ESOL teachers at Rolling Terrace Elementary School in Takoma Park, Maryland. Approximately 25% of the 400 international students are receiving ESOL instruction. The international students are from Vietnam, Cambodia, Costa Rica, Haiti, and several African countries.

One part of the fellowship application is a description of a classroom-centered project or study that the candidate proposes to undertake. Ms. Johnson's project is the creation of a U.S. culture-community services curriculum for fifth- and sixth-grade ESOL students. The units will focus on such topics as public transportation, U.S. restaurants, grocery stores, and

public libraries.

As for the future, Ms. Johnson sees an increase in the number of ESOL teachers who are regular staff members of a school; an increase in the amount of materials published, especially content-based ESL materials; and continued controversy over the movement to



Lauren Johnson

declare English the official language of the United States.

When I asked Ms. Johnson what positive changes as a result of ESOL instruction she had observed recently, she replied, "The tremendous amount of cultural sharing. The kids are proud of where they come from. They share their artistic talents. We are collecting folktales for a school project now. They have the ability to adapt. They have a global view. All of this adds richness to the school environment."

Note: other TESOL award winners will appear in the August TN—Editor.

It All Goes in a Computer

by Beverley Lehman-West
Bainbridge Island, Washington

"Why are you checking F, Amin? Check M for Male," I said, stopping at his desk. I was helping my English as a Second Language students fill out the government survey form.

"F — father; M — mother," he explained. Chan, who'd been around for four quarters, snickered.

"You're right," I said, "but not on this paper. The men should check M for Male, and the women F for Female. It all goes in a computer."

The age and ethnic-group parts of this particular form were fairly clear, but "Sex: M ____ or F ____" always led to confusion. Some students checked one or the other, correctly or not, as had Amin, but others wrote in answers after the word "Sex": "Yes" or "No."

Mrs. Lopez wrote "4 x a week." I couldn't trust myself to speak so said nothing. She looked up and studied my expression, which I was trying to make noncommittal, then erased the 4 and wrote in 3.

I decided not to explain, but fix it later in the teachers' room.

"Pass your papers to the front, please. They're anonymous, so you don't have to put your names on them." I collected the papers and took them up to the work room.

"Aha! You're defacing and falsifying public documents!" It was John Redington's voice, which I ignored.

I erased numbers and checked boxes, after putting Mrs. Lopez' aside to xerox for posterity. In checking appropriate boxes, I had to guess whether a male or female had filled out the questionnaire. The big, black NONE OF YOUR BUSINESS was in marking pen and ineradicable, so I threw it in the waste basket and made out another in my best foreign student handwriting. I cross the 7s for authenticity.

Other teachers came into the room to work on their own class forms.

"That looks pretty good, Bev," said Harriet, the lead teacher, as I finished crossing the sevens. "Now you can upgrade the paychecks."

She plunked herself down at the large table. "I'm going to need a big eraser," she said. "I was simply explaining 'handicapped'—that we're all handicapped in one way or another—and the whole class checked 'Handicapped.'"

We finally turned everything in to the front desk for the 3 o'clock mail pickup.

"Do you want a lift?" John asked. "Say, what's the matter? You look a little glassy eyed. You ended up with the right number of forms, didn't you?"

I knew I had the right number—12 male and 14 female—and the ethnic count was accurate. It was just that I'd forgotten to change "3 x a week" to "x."

About the author: Beverley Lehman-West is a former editor of the *San Francisco Chronicle* and Dell Publications in New York. She taught ESL for ten years in San Francisco and is now teaching at Seattle Central Community College and Olympic College in Washington. This selection is from a book in progress similar to *The Education of Hyman Kaplan*.

Jack C. Richards Awarded MLA Mildener Prize for *The Context of Language Teaching*

by Ellen Shaw
Cambridge Univ. City Press

Jack C. Richards, a familiar author and speaker at TESOL meetings, has been awarded the Modern Language Association's Mildener Prize for an outstanding research publication in the field of teaching foreign languages and literatures. The award presentation was made at the MLA's annual meeting in New York City in December 1987.

Richards's volume, *The Context of Language Teaching*, published by Cambridge University Press, was cited as the outstanding book in this

field published in 1985. The prize consists of \$500, a year's membership in MLA, and a certificate that reads:

Jack C. Richards's useful and convincingly argued book provides good discussions of a wide range of topics and selected problems in second language acquisition and teaching. Especially valuable to teachers of methodology, applied linguistics, and English as a second language, the volume makes the vital connection between theory and practice in language learning.

Dr. Richards is full professor at the University of Hawaii, where he teaches in the M.A. program in English as a second language. Originally from New Zealand, Richards holds a Ph.D. from Laval University, Quebec, and has taught in Indonesia, Singapore and Hong Kong. He has conducted workshop throughout the world and served as plenary speaker at many conferences including TESOL '83 in Toronto. Richards has written several ESL/EFL textbooks, and numerous articles and professional books, including his recently published *Longman Dictionary of Applied Linguistics* (Longman, 1986) and *Approaches and Methods in Language Teaching* (Cambridge University Press, 1986), coauthored with Ted Rodgers.



Jack C. Richards

TESOL OFFICERS AND EXECUTIVE BOARD MEMBERS 1987-88

The election results for 1987-88 were officially announced by Executive Director James E. Alatis at the Legislative Assembly held on April 24, 1987 at the TESOL Convention in Miami Beach, Florida. Dick Allwright and Joy Reid serve as first and second vice presidents respectively. Jodi Crandall (first vice president 1986-87) succeeds to the position of president in 1987-88. Elected to three-year terms (1987-90) on the Executive Board are Jack Richards, who serves as member-at-large, and Cathy Day and Linda Schinke-Llano, who serve as representatives of the Interest Section and Affiliate Councils respectively. Continuing Executive Board members are Mary Ashworth (to 1988) Fraida Dubin (to 1988), Donald Freeman (to 1989), Jean Handscombe (to 1988), Joan Morley (to 1989), Lydia Stack (to 1988), Carole Urzúa (to 1988) and Shirley Wright (1989). A one-year vacancy on the Board was created when Dick Allwright, who had served two years of a three-year term as member-at-large, was elected first vice president. To fill the vacancy, the Board appointed Alice Osman to serve the remaining year as member-at-large.

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Shirley M. Wright
Interest Section Council Representative
George Washington University
Washington, D.C., U.S.A.

Teacher Trainer

Continued from page 1

the same. To be a teacher, you must know the technique. To be a trainer, you must know the technique, know why it is effective, be able to articulate or convey that understanding to others, and know how it relates to other aspects of language teaching.

Both as a language teacher and as a teacher trainer, you need to know *what* and to know *why*. The difference lies in the subject matter. The shift from language teaching to language teacher training involves a parallel shift in subject matter. In the first instance, the subject matter is clearly language; in the second, it is—or should be—teaching. (For an interesting discussion of this shift, see Thomas, 1984.)

This means a number of things. As a teacher trainer, you are not responsible for how other people's language students perform as a result of what you have taught their teachers. This does not mean that you do not hold some responsibility for the learning that goes on in the classrooms which you influence. But it is important to be clear. Your responsibility is for the learning of the teachers you are working with. Your subject matter is teaching; your job is to teach some aspect of teaching. Theirs is language; their job is to teach language so that it is learned. If you do your job successfully, it will have an impact in their classrooms. Teacher training, thus, is a sort of "trickle down" as opposed to "direct aid" enterprise. If the teachers, as your 'students,' learn what you teach them about teaching, their students will in turn learn the language.

We have said that knowing your subject matter means a number of things. Among them:

- knowing what you are doing
- being/becoming confident with its validity and worth
- knowing *why* you are doing it
- understanding the shift in subject matter from language to language teaching, and the concomitant shift in your role and responsibility. This leads to the second suggestion.

Suggestion #2: Use your skills as a teacher when you train

I am often amazed by the number of thoughtful, competent colleagues who teach teachers in ways they would never dream of teaching language students. They lecture on pair work; they try to pack three hours of material into a 45-minute presentation; they digress, going off on tangents so that the focus is completely lost; they present material idiomatically, speaking rapidly, making cultural references and jokes, to groups whose proficiency and comfort in the language of instruction is limited. The list goes on, but the point is the same: although the subject matter has shifted, that which constitutes solid, effective educational practice has not.

Therefore, having identified subject matter the next step is to decide how to teach it, 'how' draws on all your experience as a teacher and as a student. Be guided in training by what you know about teaching from your classroom experience: examine activities and processes which you have found effective as a language teacher, as a language student, or as a participant in teacher training sessions. Don't forsake what you know is effective.

A first step is to identify how skills and attitudes transfer from language teaching to teacher training. While most transfer easily, there are some which are not as apparent. This

is because of the nature of the new subject matter. While language has, to some degree, an objective standard of what is right and wrong or acceptable or not, teaching is far more ambiguous. For example, while correction is common-place in the language classroom, it requires greater delicacy and tact in the training context. Errors of fact can be set right, as grammatical errors or mispronounced words are in a language lesson. The technique may vary, but the intent carries over. Differences of perception, understanding, and experience are more complex and delicate. While it may be central to the training session, the trainer needs to be careful in asserting the correctness of his or her viewpoint over all others. Different people see and justify things in different ways. The standard for teaching does not lie in any absolute but in your understanding of the rationale of what you do and how it fits with the whole of teaching.

At the core of the skills you use is your view of teaching and learning. If you believe that people learn in certain ways, then you will want to act on those convictions when you train, just as you do when you teach language. Thus the colleague presenting pair work believes—at least she assumes from the topic—that people learn through being directly involved with the material; otherwise, why do pair work? That belief need not, indeed should not, change when he or she presents the concept and practice of pair work to teachers. To do so in a participatory, experiential fashion would be more consistent with the topic and the beliefs on which it is based than to do so via a lecture.

Good teaching is good teaching regardless of subject matter if the process fits the content and if it reflects the teacher's beliefs about learning. This then is the heart of the second

suggestion: that as a trainer, you need to recognize, understand, and draw on the skills and attitudes you use as a language teacher so that they are consistent with your view of how people learn and your understanding of the subject matter. This is based on a principle: that teachers teach as they were taught, not as they were taught to teach (cited in Altman 1983). I would adapt that principle through a corollary: that teachers learn perhaps more from *how* they are taught to teach than from *what* they are taught to do. The educational process in training can convey more than the content. This is for two reasons: first, by virtue (or lack) of the process, the content is learned; and second, the process is the content because you are teaching teaching.

Suggestion #3: Be clear on what you are trying to accomplish

This is similar to the old classroom advice, "know your objective." The reasons for it are as valid in training as they are in language teaching: as Mager (1962) puts it, "If you don't know where you're headed, how are you going to know when you get there." Knowing your objective entails knowing your subject matter and how you want to teach it. It raises two related issues: that of format, or choosing your activities, and that of limits and essentials, or determining the parameters of your content.

Format

The choice of activity format is a key decision in how you want to conduct a training session: should it be a lecture, a demonstration, a workshop activity, or what? These options are drawn from your experience and knowledge

Continued on next page



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as a teacher and as a participant in training activities, as I said in suggestion #2. The question is one of appropriateness: is the format appropriate to the topic, the audience, the institutional and cultural context, and the time allotted?

But most importantly is it appropriate to the objective of the session. In the pair work session for example, there could be a choice of formats. If the objective is to give an overview of the procedure to experienced teachers in a limited amount of time, then a lecture could be an appropriate activity. If, on the other hand, the objective is for participants to be able to conduct such exercises themselves, it is probably not. A hands-on demonstration would probably serve that objective better.

The trainer may also decide that since direct involvement is crucial in learning a skill, a hands-on experience is essential despite the time limitations. Thus appropriateness needs to be judged according to a number of criteria, from one's beliefs about learning to one's objective for the session, to the various constraints and givens in the situation.

Limits and Essentials

We come to the second point of determining the limits and essentials in your content. Too often it seems that the objective of the session is to "cover the material". Thus learning is sacrificed to teaching as the trainer rushes through what she or he has to say or do, ending with a breathless "... and I'd be happy to stay and answer any questions ...". This can be as frustrating for the participants as it is unsatisfying for the trainer. The solution lies in recognizing the limits within the training context, limits of time, audience (size, language level), material, and understanding what is essential to the objective and what is not.

Too often in training the content is deemed more essential than the educational process itself. However, just the reverse may be true. It may be more important to give participants time to digest the basic material, perhaps through a hands-on or reflective activity, than presenting all the material one has prepared, even if it means sacrificing some of the interesting or entertaining variations.

Suggestion #4: Learn to recognize results

Teacher training is, by virtue of its subject matter, inherently a competency-based undertaking (see Freeman 1987). It produces results which are themselves a process: teaching (see Thomas' discussion). Processes involving people don't always end up as intended. As a trainer, this doesn't mean just those results which you intended or desired, but likewise those which are not part of what you were trying to accomplish. Put another way, while it is important to know your objective, it is equally—perhaps more—important not to be blinded by it. Happy, entertained participants are not necessarily ones who have learned; jostled or uncertain reactions may not mean people have not benefited from the session.

It all comes back to the previous suggestions. If you know your material, feel confident with it, understand why it is important and how it fits, are teaching it in ways which are consistent with what you know and believe about teaching, and know what you want to accomplish, you stand a better chance of achieving your results. But perhaps more important than that, you are more likely to be able to detach yourself from what you have done and thus to

assess its impact more objectively. The weaker each of these links is in the process, the greater the temptation for defensiveness and the less the likelihood of learning from what results.

There is a cybernetic loop here (see Wiener, 1961; Gattegno, 1976, 1978; Zamel, 1981). It takes place both during and after the training session. Learning to recognize results allows you to alter things as you go along and to learn from the outcome. It means that you understand your subject matter in order to be able to see what participants are doing with it and to assess the immediate, on-going results you are achieving. Likewise, it allows you to step back from a completed session to make a retrospective assessment of what has taken place.

Midcourse corrections help to maximize intended results. While such facility grows through experience, it begins with a combination of the clarity and detachment mentioned above. In retrospective assessment, the detachment comes from knowing what you meant to do and at the same time accepting that it may not be what you accomplished. Both ongoing and retrospective assessment are crucial in improving your understanding and control in the training process. This leads to the fifth and final suggestion.

Suggestion #5: Allow yourself to be a beginner

There are several corollaries here: begin with what you know; don't try to do more than you are ready for; and accept that you are involved in a learning process, just as with any skill. Teacher training should not be simply something that tired teachers fall into for lack of something else to do. It is a professional change involving new subject matter, a process which is familiar yet distinctive, and a different role and responsibilities from those of a teacher of language.

First and foremost this change means, as I have said, a shift in subject matter from teaching language to teaching teaching. Other shifts follow from that. The constituencies differ—language students in one case, language

teachers in the other; the standards and reference points are more accessible and absolute for language than for teaching; and for that reason the trainer's role is less clearly defined and often more challenging than the teacher's.

While some things change, however, a great deal stays the same. Your knowledge of teaching, your skills to implement it, your ability to determine objectives and recognize progress towards them, all of these things which effective language teachers do, transfer. Put another way, good teachers may not necessarily make good teacher trainers, but bad teachers certainly do not.

You simply need to give yourself time, to work at the level you feel comfortable, and to challenge yourself through looking at your results with an honest, unbiased eye. Improvement comes with practice, patience, and attention to what you do.

Author's Note: Thanks to Janet Cross, Pat Moran, Janet Willison for reviewing drafts of this article and to Kathleen Craves for her thoughts, suggestions, and editing herein reflected.

About the author: Donald Freeman is past chair of the Teacher Education Interest Section and a member of the TESOL Executive Board.

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Teacher Training Resources

There are several resources which can be useful in getting started and indeed continuing to work as a teacher trainer. There is, of course, TESOL's own Interest Section on Teacher Education. Inaugurated in 1984, it is a relatively young undertaking with the aim of understanding and improving the processes of language teacher education in various contexts. Information on this, and other TESOL Interest Sections, can be obtained from Susan Bayley at the TESOL Central Office.

Likewise, there is the Teacher Development Group, which is an Interest Group of IATEFL (the International Association of Teachers of English as a Foreign Language). Recently, these two groups have begun to share information and resources, with an aim to increased collaboration. Information on the Teacher Development Group Newsletter, which appears quarterly, can be obtained through Adrian Underhill [International House, White Rock, Hastings, Sussex TN35 1JP, UK].

A third useful publication, "The Teacher Trainer," first appeared in August 1986. It grows primarily out of work at Pilgrims Language Courses (8 Vernon Place, Canterbury, Kent CT1 3YG, UK), and draws on others active in the field. The general aim is

"to develop a feeling of a field of teacher training and show how it links up with [other related] fields." Further information and subscriptions can be gotten from the editor, Tessa Woodward, at the Pilgrims address given above.

Training for fledgling teacher trainers is a rather new affair, at least in the field of language teaching. While organizations such as the Peace Corps and the British Council have offered work in this area, it has not been widely available to the general public. Three opportunities in the 'training of trainers' have come to my attention.

Pilgrims, mentioned above, offers intensive summer courses.

The Institute for Management Training and Development at the New School for Social Research [66 West 12th, New York 10011 NY] is offering a workshop "Career Changes: From Teacher to Trainer".

The School for International Training [MAT Program, Brattleboro VT 05301] offers seminars, in Japan, on teacher training through its Japan Seminars Series. It intends to offer an intensive modular course leading to a certificate, at the post M.A. level, in the training of teacher trainers, beginning in June 1989.

CONFERENCE ANNOUNCEMENTS AND CALLS FOR PAPERS

INTERNATIONAL CONGRESS OF APPLIED PSYCHOLINGUISTICS

The second International Congress of Applied Psycholinguistics will be held July 27-31, 1987 at the University of Kassel. For more information, write to Second ISAPL Congress, University of Kassel, c/o Hans W. Dechert, P.O. Box 10-13-80, D-3500 Kassel, Federal Republic of Germany.

EUROCENTRES OFFERS SUMMER EFL WORKSHOPS

Eurocentres are holding two specialized workshops in English for EFL teachers (both native and non-native) in England this summer: Computer Assisted Language Learning in Cambridge, 20-24 July; and Materials and Methods for Communicative Language Teaching in Bournemouth, 3-7 August.

Further information is available from:

Department of Pedagogics
Eurocentre
Seestrasse 247
CH-8038 Zurich, Switzerland

ISETA CONFERENCE

The seventeenth annual conference of the International Society for Exploring Teaching Alternatives will be held on October 8-10, 1987 at Colorado State University, Fort Collins, Colorado. For more information write to Don Borchardt, Theatre Arts and Speech, Rutgers The State University, Newark, New Jersey, 07102.

U OF MICHIGAN CONFERENCE ON APPLIED LINGUISTICS

The 11th University of Michigan Conference on Applied Linguistics will take place October 9-11. The conference theme is *Variation in Second Language Acquisition* and organizing the events are Susan Gass, Dennis Preston and Larry Selinker, conference co-chairs. For more information contact: English Language Institute, The University of Michigan, Ann Arbor, Michigan, U.S.A.

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INTESOL CONFERENCE

The ninth annual Indiana TESOL Conference will be held on Saturday, October 17, 1987. This year's conference theme is *ESL Teaching: Theory and Practice*, and the plenary session speakers are Sandra Sauvignon (University of Illinois, Champaign-Urbana) and Patricia L. Carrell (Southern Illinois University). For more information, please write to Constance Cerniglia and Ulla Connor, Conference Co-chairs, Department of English, IUPUI, 425 Agnes Street, Indianapolis, Indiana 46202.

LANGUAGE DEVELOPMENT CONFERENCE AT BOSTON U

The 12th annual Boston University Conference on Language Development is scheduled for October 23-25, 1987. The keynote speaker will be Susan Ervin-Tripp, University of California, Berkeley.

For a preliminary program, contact the Conference Committee, Conference on Language Development, Boston University, 605 Commonwealth Avenue, Boston, MA 02215, U.S.A. Telephone: (617) 353-3085

NYS TESOL '87 CONFERENCE REALIZING THE DREAM

New York State Teachers of English to Speakers of Other Languages announces its annual fall conference which will be held November 6-8, 1987 in Buffalo, New York at the Buffalo Hyatt Regency Hotel. The conference theme is *Realizing the Dream*. NYS TESOL will be considering immigrants' success or lack of it, in "realizing the dream" for which they came to the U.S.A. For further information, contact: Len Fox, 350 First Street, Brooklyn, New York 11215.

ROCKY MOUNTAIN REGIONAL CONFERENCE

The fifth Rocky Mountain Regional Conference will take place November 12-14, 1987 in Denver, Colorado. The conference theme is *Celebrating Diversity* and features JoAnn Crandall (Center for Applied Linguistics) and Stephen Krashen (University of Southern California) as plenary speakers. For more information, contact: Nancy Storer, Conference Chair, 1000 South Monaco #69, Denver, Colorado 80224. Telephone: (303) 558-2282.

THIRD HONG KONG ILE INTERNATIONAL CONFERENCE

The third annual conference of the Hong Kong Institute of Language in Education will be held December 15-17, 1987 at the Shangri-la Hotel, Hong Kong. The theme is *Language in Education in a Bilingual or Multi-Lingual Setting*. For further information contact: Dr. Verner Bickley, Director, Institute of Language in Education, Park-In Commercial Centre, 21/F, Dundas Street, Kowloon, Hong Kong.

JALT CONFERENCE

The Japan Association of Language Teachers will sponsor the thirteenth JALT International Conference on Language Teaching/Learning at Meiji University, Tokyo on November 21-23, 1987. In accordance with the theme, *Teaching Foreign Languages*, the conference will feature

over 200 presentations dealing with all aspects of language teaching and learning in a foreign language setting. Over 1500 people from Japan and abroad are expected to participate.

Further details may be obtained from the JALT Central Office, c/o Kyoto English Center, Sumitomo Seimei Building, 8F, Shijo Karasuma Nishi-iru, Shinogyo-ku, Kyoto 600, Japan.

CALL FOR PAPERS FOR ADEMI CONVENTION IN CHIHUAHUA

ADEMI (Asociación de Distribuidores y Editores de Materiales de Inglés) of Mexico will hold its eighth national Convention at the Universidad Autónoma de Chihuahua in Chihuahua on November 13-15, 1987. ADEMI invites abstracts for presentations in English or Spanish on topics related to any area of EFL/ESL (instruction, administration, research) or applied linguistics.

With an abstract of 150-200 words, include a title, specific level of instruction, if applicable, and a bio-data of 70-100 words. Indicate whether the presentation is a paper (1 hour) or a workshop (1½ hours). Abstracts should reach Mexico City by August 1. Send them to: Emilio Ruiz, Gerente General, ADEMI, Calle Chihuahua 221, Colonia Roma, Delegación Cuauhtémoc, 06700, Mexico, D.F. Mexico. Direct dial telephone from the U.S.: 011-52-5-584-92-66.

For local arrangements information (hotels, etc.) please contact Mr. Ruiz in Mexico City or Frank Malgesini, Director, Instituto Mexicano Norteamericano de Relaciones Culturales, Vicente Guerrero 616, Chihuahua, Chihuahua, Mexico. Local phone: 12-61-65.

CALL FOR PARTICIPATION IN JOINT PUERTO RICO/CARIBBEAN REGIONAL CONFERENCE

Abstracts are invited for presentations at the 14th Annual Convention of Puerto Rico TESOL and the Third Caribbean Regional Conference on November 6-7, 1987 at the Convention Center in San Juan, Puerto Rico. The convention theme is *Working Together: The '87 Goal*. Presentations dealing with classroom practices as well as research are welcome. The convention program will include papers, demonstrations, workshops, panels, and exhibitor's sessions. Proposal abstracts must be mailed by August 15, 1987. To receive full information and the convention proposal form, write or call: P.R. TESOL, Program Committee, Box 22795 UPR Station, Rio Piedras, P.R. 00931, U.S.A.

CALL FOR PAPERS COMPUTATIONAL LINGUISTICS

The twelfth International Conference on Computational Linguistics will be held August 22-27, 1988 in Budapest, Hungary. Papers are invited on substantial, original and unpublished research in all aspects of CL. Abstracts must be received not later than December 10, 1987. For full information on paper submissions, write to Dr. Eva Hajičová, Chair, CL Program Committee, Charles University, Faculty of Mathematics/Linguistics, Malostranské n. 25, 11800 Praha 1, Czechoslovakia.

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IT WORKS

Edited by Cathy Day, Eastern Michigan University

Both of these *It Works* suggestions contain valuable ideas for teachers faced with the problem of getting students to use English with more confidence. They also both sound like fun. Try them and let us know. C.D.

Free to Speak for My "Self"

by Lizabeth England
Southern Illinois University, Carbondale

It didn't really come as any surprise to the group of teachers in central Illinois last summer that our Japanese students were—in a word—quiet. Every day, for four or five hours, they'd sit obediently, attentively, but silent. It was hot and humid, and we were faced with six weeks with these folks, and they with us. Could we do it—we'd ask each other—could we actually survive six weeks of silence in our classrooms?

I thought about this problem with colleagues every afternoon for a week. I thought, "How can we get these students talking to us and to one another? How can we help them to learn to use those grammar rules that they undoubtedly know better than we do!" I thought about Guiora's work on self-esteem, language identity and ego permeability. That's it, I thought. They read and understand what they read better than most students. Their knowledge of grammar and their handwriting skills are perfected. It's just that they are afraid to look like fools if they open up and say something incorrectly. Their identity would be threatened by making a mistake. They needed to have some way of expressing themselves in English—but without fear of "losing face" if they made errors. We had to encourage these students to take on some new, English speaking identity. If they could somehow be someone new, someone who could speak English, they might be able to speak out, a bit more at least.

By the end of the first week, I had given them an assignment: They were to come in on Monday morning prepared with a new identity that they might use in our classes. They would introduce one another in their new identities and therefore, they must be fully prepared to explain who they were and present details about their family background, profession and lifestyle. Initially, this was to be only one assignment to be carried out over a week's time or so, it turned out differently. With the help of another teacher, many students headed to the library, first to learn some of the rules of use of a large U.S. university library and second, to collect detailed information about their "new selves." I hadn't predicted that some students would actually create imaginary characters for themselves (which relieved them of the need to look up information in the library). Still, they too needed to think about their character in detail and come up with imaginary details of family, profession and lifestyle. The majority of students, however, chose real-life identities; among those were: Lady Diana of England; Chris Evert, the tennis champion; Whitney

Houston, a rock singer; Hans Solo of "Star Wars"; and Nancy Reagan, the First Lady.

During the first week or two, they came in each day and told us about their exciting evening at a concert or ball. They enthusiastically tried to out-do the other student in their imaginative portrayals of what they had really done the night before, embroidered with the glitter of the lifestyle of their "chosen identity." When Prince Andrew was married in London last summer, Lady Diana (in a breathy, uninhibited tirade) was enraged by how much attention Fergie was getting, leaving poor Diana in the wings. Her fury was met with good doses of sympathy from Chris Evert, who said she didn't particularly like being second to the favored Martina Navratilova.

And we were all enthralled by one of the fictitious characters invented by one student. He became, for the whole summer, Mr. Jon Travelers Check. He explained that, in fact, it

was a fictitious name, that he was required to use by his employer, the CIA. He would confide in us each day some new secret about his undercover life, his horrifying adventures bringing peace to the world. At the end of the term when under our intense quizzing he could no longer keep up "the front," he confided that he had an obedient Japanese wife at home—that his James Bond exploits (of which he had been giving us suggestive hints all summer) were all lies—that he was really a family man who "just makes a living" as a spy.

These intermediate level learners of English were shy about speaking English. In part, the reasons for their shyness were related to the fact that they were afraid to make a mistake in English in front of their friends. Once they had a vehicle for flawed expression, they were able to speak out, to express themselves using English in what seems like pretty authentic language use. In some ways, this activity in role play carried one critical step: learners imposed their own personalities on the roles which they chose. They were invested in the role and played it with great enthusiasm for at least an hour a day, five days a week for six weeks. They learned that they can communicate in English with other people. That was news to all of these learners. The summer English program was useful and even enjoyable for them because of this new-found competence at using knowledge that they had rarely allowed themselves to use before.

About the author: Liz England is assistant professor of linguistics, SIE, Carbondale. She has just returned from a two-year stay in Cairo, where she was teaching in the MA-TEFL program at the American University in Cairo.

Cat Got Your Tongue?

by Peter Duppenhaler
Nara-ken, Japan

Learning to speak a second language is a frightening experience for many people.

Chastain says, "Some students seem to arrive at their second-language class in a near-panic state before the course even begins. In fact, their fright often seems to bring about the very failure which so concerns them" (Chastain 1975:154). In addition, I suspect that when students leave the classroom, they carry with them this same fright and consequent failure. Breaking out of this fright-failure syndrome isn't easy, but I think the following activity will help. It places the student in a do-or-die situation where s/he shares the responsibility with another student for initiating and continuing a totally impromptu conversation. And the supportive, accepting atmosphere which we have hopefully created in the classroom makes this otherwise intimidating experience a little easier.

At first, the students may find the following activity extremely difficult and somewhat frightening. You will be tempted to break in and "save the day." Don't do this! By minimizing teacher intervention, the students will rapidly gain confidence in their own abilities.

Having conducted this activity in my own classes, I can attest to the fact that the first few times were rough for both the students and the teacher. However, by the end of the term (one year) the students had no problem starting a conversation and continuing it for several minutes. In addition, at the end of the term students said that they felt the activity had helped them to reduce their anxiety and make them more positive about meeting and talking with new people, whether in English or their

native language. In fact, they had found that they could "meet life's tests more satisfyingly next time" (Rogers 1961:290).

It must be noted also that this is a long-term project and to be most effective must be carried out on a regular basis. Before beginning the exercise for the first time, ask the students if they have ever spoken to a native speaker of English other than one of their teachers. Find out how they felt and write some of the reactions on the blackboard. (A recent survey of Japanese junior and senior high school and university students I conducted showed that, for the most part, students' reactions ranged from shy and uncomfortable to "wanted to run away." I would suspect that this is a fairly typical reaction on the part of most beginning to intermediate level second language learners, i.e., it tends to be negative.)

Then explain that in order to make these situations easier and more comfortable for students, you will give them a chance to practice short, unscripted conversations at the beginning of each class. Explain that in this way, everyone will get used to starting and carrying on conversations. Although this may not be easy at first, all the students will have more confidence in their ability to handle these situations by the end of the term.

"Cat Got Your Tongue?"

Affective Aims: To reduce students' fears of being tongue-tied and of being unable to start and carry on a conversation.

Continued on page 10

IT WORKS

Contributions for this page should be sent to Cathy Day, Editor, *It Works*, Department of Foreign Languages and Bilingual Studies, Eastern Michigan University, 219 New Alexander, Ypsilanti, Michigan 48197.

Cat Got Your Tongue?

Continued from page 9

Linguistic Aims: To help students realize that real conversations are not a series of interview-type questions on a single topic. To give students a chance to practice how to start, continue, and direct a conversation. To assist students in recognizing and employing different relationship-dependent levels of conversation.

Level: Intermediate

Size of group: Pairs

Time: A few minutes at the beginning of each class.

Materials * Teacher—a list of conversational openers.
For students—none

Procedure: Divide the class into pairs. Ask partners to face each other. Explain the degree of familiarity involved and give examples of appropriate settings. Conversational openers are divided into three categories based on the supposed amount of familiarity between the speakers. The first category opens conversations between strangers (at a bus stop, at a party, on a train, etc.); the second concerns conversations between people who have had several encounters; the third can be used between those who have had frequent contact. Give the opener to the students (verbally or write it on the board), asking one member of the pair to repeat it to the other. The partner who heard the opener must make some kind of response. The pair should keep the conversation going for one minute.

The teacher must be very strict about the time limit as this will help to focus the students' attention and reduce anxiety. Make sure the students know that it is permissible to change the topic as long as it is done in a natural fashion (e.g., Beautiful day, isn't it? (opener) → weather → Wasn't last Sunday a beautiful day? → What did you do on Sunday?). When time is up, give another opener and have the students change parts. You should start each class with two to four "conversations," assigning new pairs each class, spending time as needed on this before going on to the regular lesson.

A Few Examples of Openers

Complete strangers:
Beautiful day, isn't it?
Sure is hot.

Have met several times before:
How have you been?
How was your weekend?
That's a nice (shirt).
Is that (bag) new?
I'm really looking forward to the holiday.
Have you done your homework yet?

More familiar:
Hi!
How've you been?
Did you see the paper this morning?
I just finished reading a good book.
What do you think of this class?

About the author: Peter Duppenthaler is currently teaching ESL in Nara-ken, Japan.

References

- Chastain, Kenneth. 1975. Affective and ability factors in second-language acquisition. *Language Learning* 25 (1): 153-161.
Roger, Carl R. 1961. *On Becoming a Person*. New York: Houghton Mifflin Company.



CALL FOR NOMINATIONS

FOR TESOL 1987 — 1988

TESOL's 1987-1988 Nominating Committee is now accepting nominations for the offices of first vice president (incoming president), second vice president (TESOL convention chair) and member-at-large for the Executive Board. The members of the Nominating Committee are J. Wesley Eby, Sarah Hudelson, Dennis Terdy, Linda Tobash and D. Scott Enright (chair).

The Committee urges all members of TESOL to assist it in identifying potential candidates with both the experience and the potential to serve the organization in its vital leadership positions. This may be done by either writing or calling the Committee chair with the following information about the person being nominated:

- Full name of nominee
- Affiliation (employer, position)
- Office for which person is being nominated
- Mailing address
- Phone numbers (if possible, include the phone numbers at which the nominee can be reached during the months of August and September, 1987)
- A brief statement explaining the reasons why this person would be a good candidate for the position.

When nominating, keep the following information in mind:

- The **FIRST VICE PRESIDENT (PRESIDENT-ELECT)** will serve on the Executive Board for a total of four years and will be one of the most important and visible TESOL representatives to the membership, the profession and the world during this time. This person should have considerable knowledge of and experience in TESOL and in the field and should be able to respond to the diverse needs of all of TESOL's members. This person should also be able to travel extensively and to devote a large amount of time to the office.
- The **SECOND VICE PRESIDENT (ANNUAL CONVENTION CHAIR)** will serve as the program chair for the 1989 TESOL convention in San Antonio and will serve on the Executive Board for a total of two years. This person should have the ability to organize on a large scale, should know the needs of those attending the TESOL convention, and should be able to work effectively with many people. This person should also have the kind of support (time, personnel, equipment) that is required for convention planning.
- The **MEMBER-AT-LARGE** will serve a three year term on the Executive Board. This person should have an understanding of the breadth and depth of the TESOL membership and the needs (financial, professional, political) of the organization.

If you would like to place a name in nomination for one of these offices, you may:

- **WRITE** to the chair of the Nominating Committee:

D. Scott Enright
2259 Ridgewood Road, N.W.
Atlanta, Georgia 30318, U.S.A.

OR

- **CALL** the chair of the Nominating Committee, D. Scott Enright at:

(404) 658-2584 (Georgia State University)
from 1:00 p.m. to 5:00 p.m. E.D.T.
Mondays-Fridays; or

(404) 355-3141 (home)
from 7:00 p.m. to 11:00 p.m. E.D.T. any day.

Written nominations must be postmarked by August 10, 1987; phone nominations must be placed by August 21, 1987.

Please take the time to help the Nominating Committee in this very important task.

REVIEWS

Edited by Ronald B. Eckman, Western Kentucky University

Facts & Figures

by Patricia Ackert. 1986. Newbury House, Rowley, Mass. 01969. (261 pp., \$8.75). Instructor's Manual available.

Reviewed by Thomas M. Longton
INTER-LINK Language and Training Center

One of the weak areas in ESL reading texts has traditionally been in the elementary level. Recently, many new books have appeared, but they almost always focus on the higher elementary or lower intermediate students. *Facts & Figures* attempts to alleviate this problem by providing a text for low-level elementary students. Its focus is for university-bound students with vocabulary levels of approximately 300 words. Through nine units of progressively more difficult material, it teaches reading comprehension skills, finding the main idea and using the context to understand new vocabulary.

A strong first impression of this text is that the reading selections are varied in their topics and were chosen to be of maximum interest to the readers. For example, units 1 and 5 discuss animals, unit 4 food, and units 6 and 7 address interesting places and people.

Each unit is divided into five related chapters. First, a one-page reading selection is presented, followed by three vocabulary in context exercises, reading comprehension questions (including occasional inference questions), multiple choice or true/false exercises and main idea questions. Finally, at the end of each unit, related grammar exercises are presented.

Because the readings are short, interesting and numerous (45 in all) there is little opportunity for the student to become bored or frustrated while reading. The follow-up exercises are challenging and will help the student develop vocabulary study techniques and reading skills needed in more advanced courses. Nevertheless, the author does not include any timed readings. This can be very useful in helping the student to read groups of words, rather than individual words. Furthermore, there are no pre-reading exercises to introduce the chapters or even new units.

Again, in regard to the reading selections, vocabulary items are explained in glosses along the right-hand margins of the texts. This could be a problem because the new language learner should become accustomed to trying to learn vocabulary in context and, also, because the flow of the reading is disturbed. However, the author keeps these glosses to a minimum and then uses them only to clarify extremely difficult words. In addition, the glosses are often portrayed through diagrams or drawings.

Two omissions from this book are the development of dictionary skills and the exploitation of non-prose reading sources, i.e., graphs, newspaper advertisements, telephone books or other useful materials.

Despite its shortcomings, *Facts & Figures* fulfills many of the needs of a good basic reader. The reading selections are very interesting, and the follow-up vocabulary and reading comprehension exercises have been carefully developed to be both challenging and stimulating to a new learner of English.

About the reviewer: Thomas M. Longton is currently an ESL instructor at INTER-LINK Language and Training Center in Greensboro, North Carolina.

Noah and the Golden Turtle: Stories from East and West for ESL Students

by Sarah Skinner Dunn. 1985. Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632, U.S.A. (v + 180 pp., \$13.67).

and

Stories We Brought With Us: Beginning Readings for ESL

by Carol Kasser and Ann Silverman. 1986. Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632, U.S.A. (iii + 167 pp., \$11.67).

Reviewed by Debra F. Orlando
Michigan State University

One current trend in the development of ESL materials is to use cultural components to hasten acculturation as well as to improve English skills. The utilization of international folk tales, for example, yields many benefits to students such as sharing familiar traditional stories of one cultural group with another and comparing similarities and differences between them. By their very natures, international folk tales typically render and edify commonly held beliefs, sentiments and values; therefore they can ease alienation in the multicultural classroom as well as in the new homeland. *Stories We Brought With Us* (beginning level) and *Noah and the Golden Turtle* (intermediate level), both reading textbooks, serve these purposes well.

While not every culture can be or need be represented in the two textbooks, various Eastern and Western stories are provided. Exercises exist in which students can draw upon their own cultural backgrounds to make the stories more personal.

While Southeast Asian and Spanish-speaking refugees may gain the most emotional benefit from the stories, all ESL classes for adults and even university ESL classes will benefit from them. Basic skills such as vocabulary building tend to improve faster simply because cultural aspects motivate students to learn as they are united in the spirit of sharing.

Noah and the Golden Turtle is a 180-page, soft-cover text presenting international lore in fourteen selections. Selection one, for example, is an Eastern tale, but immediately following it is a similar Western tale. This pattern of Eastern tales (Vietnamese, Laotian, Chinese, Indian) immediately preceding Western tales (Mexican, Italian, Greek, Biblical) enhances predictability because similar themes, values, and attitudes recur. On the other hand, *Stories We Brought With Us* is a 167-page soft-cover text whose nearly identical, back-to-back versions of each story (stories A & B) also enhance predictability. Story B contains more complex

structures and is more idiomatic than story A, whose simplicity allows readers to comprehend content and vocabulary easily.

In *Noah and the Golden Turtle*, legends, myths, folk tales, parables and religious stories include key words underlined in context and defined in the margins. Among the most notable exercises are word-formation tables, speed-reading exercises and various controlled writing practice exercises such as sentence ordering and summarizing. Discussion and writing activities often call for high level cognitive processing such as retelling and inferencing.

The format, however, is somewhat overwhelming because of the small type and cluttered appearance of most pages. Nevertheless, the thought-provoking visuals, serrated pages, word lists, and an answer key at the end of the text are handsome complements. The fourteen-page Teacher's Notes and the five and a half page lesson plan for selection seven are assets for the novice instructor, but the exact purpose of selecting this particular reading for the lesson plan is unclear.

The other text, *Stories We Brought With Us*, has a brighter format, with comedic visual sketches (regrettably, some group sketches could be more logically laid out). It contains a variety of exercises stressing vocabulary building. Other types of exercises are sparse. They include only a single homonym exercise, just two clozes, only two exercises for selecting the best title, and only one for selecting the moral of the story. Exercises are staggered, however, in A and B sequentially for variety and maximum usefulness.

Both textbooks, in short, are valuable learning resources whose authentic international tales may be comforting to homesick students.

About the reviewer: Debra Orlando is completing a master's degree in TESOL at Michigan State University, where she has been a graduate teaching assistant at the English Language Center.

Person to Person: Communicative Speaking and Listening Skills

by Jack C. Richards and David Bycina. 1985. Oxford University Press, 200 Madison Avenue, New York, N.Y. 10016. Walton Street, Oxford OX2 6DP England. (Student's book, \$5.95; cassettes, \$22.95 for each book).

Reviewed by Elinor C. Williams
Princeton Adult School

If you need a book which will get your intermediate adult students talking correctly and with confidence in the situations which adults face in normal life, this pair of new books from Oxford deserves your attention. The books are situational and functional: what to say when you meet people, how to under-

stand and give directions, what to say when giving personal information or opinions. They are accompanied by a teacher's manual which covers both Books 1 and 2, and cassettes which contain the basic dialogues, the pattern sentences, and listening tests for each chapter. Each

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Speaking and Listening

Continued from page 11

book of *Person to Person* contains 15 units, three of which are reviews of the preceding chapters.

Person to Person is based on working in pairs. The students practice the patterns and their variations together with a partner after a brief introduction by the teacher. I find this a very efficient use of class time, since the students can spend most of their time speaking, guided by the patterns in the book, and the teacher is then free to give individual help to the pairs. There are many things for each student to fill out by interviewing the partner, for instance, a visa application card. The student writes the information from the partner directly into the book.

Each chapter of *Person to Person* begins with a conversation, followed by short sections in which the pattern sentences are presented in clearly highlighted boxes. Then the students are invited to practice and vary the models. Then the students practice inviting each other to do various things, and giving various excuses for not accepting. Sometimes there is a second practice exercise which is less guided than the first. Each chapter might have seven or eight such patterns, followed by a set of listening tasks at the end.

The listening tasks are one of the high points of *Person to Person*. You could read the text to the class, or you could play the tape, which is realistic in speed and intonation, and which my students find challenging. The students fill out a written task in the book as they listen to the tape. Transcripts of the tape are given in the back of the students' books.

Person to Person is exactly what its title claims, a book for listening and speaking. Grammar and vocabulary are presented only indirectly, within the conversations. There are no reading selections, but there are frequent short writing exercises, such as filling in tables and forms, which are very good for adults who write poorly.

Both Books 1 and 2 are designed for the intermediate level, according to the authors, but I find the patterns quite easy for my intermediate students. Perhaps the book could be better used for advanced beginners, or low intermediates. Even more advanced intermediate students seem to enjoy the practice and review of this book, however.

My main complaint with the book, which I am using as the sole text in a weekly class, is that it is too mechanical: most of the practice exercises are quite structured and do not extend far enough into the real, personal world of the student. It is not a discussion book; the topics are indeed functional, and never lead to rousing discussions of opinions. But then, the authors never promised us a discussion book, and they have definitely delivered what they promised: communicative speaking and listening skills practiced in an attractive and enjoyable format.

About the reviewer: Elinor Williams is a teacher at the Princeton Adult School in Princeton, New Jersey and at the Montgomery Township Schools in Skillman, New Jersey.

Note: Reprinted from the *Adult Education Newsletter*, January 1986.

BOOK REVIEWS
Please address reviews and/or inquiries to Ronald D. Eckard, Department of English, Western Kentucky University, Bowling Green, Kentucky 42101, U.S.A.

Computers, Language Learning and Language Teaching

by Khurshid Ahmad, Greville Corbett, Margaret Rogers, and Roland Sussex. 1985. Cambridge University Press, The Pitt Building, Trumpington Street, Cambridge CB2 1RP, U.K. or 32 East 57th Street, New York, NY 10022, U.S.A. (158 pp., \$22.95 hardcover, \$8.95 paperback).

Reviewed by Ronald D. Eckard
Western Kentucky University

Are you one of the thousands of language teachers who have resisted the computer revolution? Are you afraid to admit that you don't know the difference between a CPU and a floppy disc? If so, this book is for you.

Written by a computer scientist (Ahmad) and three language teachers, this book is intended for language teachers at all levels, especially those who have "no previous knowledge of computers and computing." Yes, I know what you're thinking. It's written on a fifth-grade reading level until page 7, where, without warning, it zaps the reader with FORTRAN, mainframes, kilobytes, RAMs and other computer gobbledegook, right? Wrong!

Computers, Language Learning and Language Teaching is written in a straightforward, no-nonsense style, and when the authors introduce computer terminology, they make the introductions and definitions clear by carefully building on the information they have already provided. And when it comes to acronyms, they introduce and discuss them contextually by groups, just as any good language teacher introduces new vocabulary.

The authors go on to give an overview of the short history of CALL, a description of the hardware that is necessary and the software that is available, and an introduction to various programming languages. But the emphasis is on the scope of the computer in language teaching/learning.

Although Ahmad *et al.* are sold on computers, they maintain a balanced perspective here. Along with the advantages, they also enumerate the disadvantages of computers in language education. They freely admit, for instance, that the advent of the microcomputer in the late 1970s brought with it "a profusion of trivial and boring packages" (p. 35) and that many program authors, "unaware of previous work done in CALL" (p. 36), created software that was little more than latter-day Skinnerian programmed instruction. Nevertheless, they maintain that "it would be premature to dismiss CALL from a feeling of distrust and cynicism born of previous disappointments" (p. 101).

To dispel such disappointments, they present an impressive array of CALL programs (mostly from British and American sources), explain how teachers can write their own programs, suggest how much programming teachers might try to do and how much they should leave up to computer experts, discuss some of the most recent developments in CALL technology, and make projections about the future uses of computers in language teaching/learning. The book concludes with a list of useful addresses and a thorough bibliography of current CALL sources.

So, if you don't even know how to turn on a micro, if you have been waiting for someone to explain CALL to you in a way you can easily comprehend, here's a good place to begin.

About the reviewer: Ronald Eckard is the director of ESL and TESL programs at Western Kentucky University and the book review editor of the *TESOL Newsletter*.



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ON LINE

Edited by Richard Schreck, University of Maryland

In this two-part article, Dr. Denise E. Murray discusses the use of computers to facilitate communication in TESOL programs. In this issue, she offers background and a rationale, and in the next TN she will describe four such instructional programs. Her bibliography will appear in the next issue. R.S.

Computer-Mediated Communication as a Tool for Language Learning

by Denise E. Murray
San Jose State University

Because most software designed for the ESL classroom uses the computer as drillmaster, many teachers have turned to non-ESL materials (for example, Stevens 1986) in order to use the computer to facilitate communication. However, one function of the computer has been largely ignored in ESL instruction, that of the computer as a medium of communication.

Computer-mediated communication is an especially flexible tool for providing learners with a variety of truly communicative (Underwood 1984) and collaborative language experiences. Two computer-mediated communication systems are currently available on most computer systems: *electronic mail (E-mail)*, and *computer conferencing*, the first being the most widely used (Halpern 1985). *Word-processing*, the most common use of the computer by non-computer scientists, is not truly computer-mediated communication. The final product usually appears in fixed print; it is only the means of production that has changed. Increasingly, however, users compose text on-line, send it electronically, and the recipient reads it on-line. E-mail is the generic term for a tool that allows people to key in messages at computer terminals and have the messages electronically transmitted to others who can answer, use, or file them. A copy is kept in the sender's file. Through networks, recipients may be in the next office, down the hall, or in another country. The formatting and length of the electronic message depend on the particular hardware and software. Computer conferencing allows people in different locations to conduct ongoing, asynchronous discussions. Although potentially a valuable tool for language learning, computer conferencing is less widely available than E-mail so I will limit the discussion here to the use of E-mail in language instruction.

In many non-instructional settings, E-mail is a major use of the computer. In a recent study of the use of computer-mediated communication within IBM, I found that 86% of the 150

users surveyed spend more than 10% of their working week using the computer as a tool for communication while 28% spend more than 30% of their time on computer-mediated communication (Murray draft). Halpern (1985:163) found that her 27 interviewees "... spend nearly twice as much of their time using electronic media as using conventional, such as pencil, pen, or typewriter." In a study of the use of PCs by faculty at Stanford University, Case (1984) found that, although faculty initially purchased the computer to use as a word processor, as they discovered the communicating possibilities of the computer, there was a rapid increase in its use as a terminal. Further, researchers have shown that computer-mediated discussion is more democratic but takes longer than face-to-face discussion (Hiltz and Turoff 1978); and it is less regulated than face-to-face interaction and crosses traditional hierarchical boundaries (Kiesler, Siegel, and McGuire 1984). Thus, computer-mediated communication provides new ways for people to interact. How then can computer-mediated communication be used in ESL instruction to provide collaborative learning experiences that foster language development? Some current projects in a variety of different educational settings provide models and ideas that can be used in ESL.

English Natural Form Instruction

English Natural Form Instruction (ENFI), a method of instruction which was developed at Gallaudet College, uses written English as the language of instruction with deaf students who need additional help with writing and reading English. All such instruction is conducted through a local-area network of microcomputers. These students not only compose on-line but also carry on conversations with each other and their teacher over the network. As students work on their papers, they switch from one style to another, depending on the context of the situation. They move from a conversational style to an expository style; from chat to friends to explanatory style as they try to explain their writing strategies and plans to each other and their teacher. Because the audience is "real"

and immediately responsive, the students quickly learn to adapt their writing to the needs of their audience and their topic. These learners develop their writing by communicating in writing.

Using E-Mail with Second Graders

At the University of California at San Diego, Griffin and Cole (1985) have used computers to help second grade students who are having trouble with reading and writing. E-mail is used as an adjunct in instruction. Without any formal instruction on how to write letters, in thirty days these youngsters were writing letters that looked like letters (with date, salutation, indented body, and signature). They were also demonstrating a clear sense of the audience to whom they were writing through a move from indirect speech to second person, and were producing more written material than ever before. By providing a new medium rather than remediation, these learners began developing control over written language.

At Santa Clara University, Richard Osberg (private communication) and his colleagues are using a computer laboratory with thirty personal computers linked together through a local-area network for composition instruction. These students, when asked to respond to each other's writing via computer-mediated communication, developed a variety of creative ways of carrying out this task without any further instruction from the teacher. One student assumed the role of an alien visiting the earth who read the student drafts and reacted to them as an "outsider." The students became engrossed in the task and interpersonal barriers that so often prevent peer oral response seemed to evaporate. The shy or less verbally articulate were able to have equal "talk" time with their peers and their teachers. In the Department of French at Stanford University, Françoise Herrmann (1986) is using E-mail for students to collaborate on a newspaper in French. Because E-mail is asynchronous, students can log on and respond to fellow students' suggestions, edit documents, etc. at their own convenience. The students have greater control over their own learning than in the traditional classroom and have multiple opportunities to use French for real communication.

Enhancing Students' Learning Experiences

These four projects highlight how computer-mediated communication can enhance our students' learning experiences. Learners are excited by a new medium of communication and most use it enthusiastically. Learners

Continued on next page

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ON LINE

Articles by language teachers and linguists working with computers are invited. Responses to articles and requests for articles on specific topics are also welcome. Address: Richard Schreck, Editor On Line, Office of International Programs, The University of Maryland University College, College Park, Maryland 20742, U.S.A.

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The TESOL Executive Board is inviting institutions to submit proposals to conduct Summer Institutes on their campuses. Applications should be submitted 2-2½ years in advance. For information and *Guidelines for Summer Institute Proposals*, write to: James E. Alatis, Executive Director TESOL, Suite 205, 1118 22nd Street N.W., Washington, D.C. 20037, U.S.A.

Tool for Language Learning

Continued from page 13

appreciate the added advantage of acquiring computer skills in word processing and in communication. Because learners have a real audience which responds in a timely manner, they have quick feedback on how well they have communicated their ideas in a written form. Through interaction with the teacher, they learn to model their own writing according to the standard conventions of the particular genre (for example, letter, narrative). They work together collaboratively, with less interactional imbalance and more freedom of expression. Learners who are more introverted have equal access to the instructor and to peers.

All four projects indicate that language learning is facilitated when language is the means rather than the object. Learners need a reason to use the computer. The Gallaudet students use the computer because they cannot use oral English, the computer putting them on equal footing with hearing students; the second graders use it to read but learn to write appropriately; the Santa Clara students use it to word-process their compositions but learn to communicate with it; the Stanford French students use it to compose a newspaper but also learn to chat with each other.

Although the object of instruction in these particular projects is language, computer-mediated communication can also facilitate learning across the curriculum. Because of the potential of using computer-mediated communication, we in the Linguistics Program at San Jose State University have designed a course in *Critical Thinking* which utilizes the power of the computer. This course meets California State University guidelines for a General Education course in Qualitative Reasoning. Student groups collect real world data in a number of different discourse domains: television advertising, televised news broadcasts, print advertising, print news reporting, class lectures, and textbooks. Groups then enter their data into a computer data base and analyze the data collaboratively through E-mail. In addition to analyzing the forms of argumentation in their group's discourse domain, students will critically evaluate their own computer-mediated collaborative analyses. The projects described above demonstrate ways in which computer-mediated communication facilitates learning and, in particular, language learning. They provide settings in which learners collaborate to achieve a goal, collaboration which, as Long and Porter (1985) have shown, actively promotes language acquisition. However, for such interaction to be truly communicative (Raimes 1983) and to take advantage of the asynchronous nature of the computer, syllabus design must meet two essential criteria: learners need to have a reason for using the computer; and computer use should not be confined to teacher-fronted classroom instruction.

When learners have a reason to use the computer, as they try to perform the task, they have a real need for communicating and using E-mail. Activities such as word-processing in a writing class or writing a class newspaper provide students with a truly collaborative enterprise which, at the same time, gives them the opportunity to develop their written language skills. The data analysis project at San Jose State University provides a broader model

that applies to ESL instruction. Content-based syllabi, for example, can use such an approach to teaching methodology. Learners can use the computer to input data gathered through contact assignments or readings and then work together to organize these data.

Three of the projects described above (those at San Diego, Stanford, and San Jose) also take advantage of the asynchrony of computer-mediated communication. All three allow learners to log on in their own time to work on their assigned tasks and send and respond to E-mail. It is not necessary to have a dedicated computer lab for the language classroom. With microcomputers, learners can communicate as long as their computers are connected via a local-area network and have a mail software package. Such LANs and mail facilities are available for the major PC brands (such as IBM and AT&T). In colleges with mainframe computers, mail facilities already exist and students already make use of them to arrange their social and academic lives.

These suggestions for the use of computer-mediated communication do not imply the substitution of the computer for face-to-face interaction. Rather, the computer provides another setting for language use, one which has distinct advantages for many language learners. The learner has time to compose his/her ideas in the target language. The learner has time to comprehend input, a factor so crucial in language acquisition. The learner is not constrained by turn-taking rules of face-to-face interaction, rules that often give the introverted, younger, less proficient learner fewer opportunities to take turns and so use the language. Computer-mediated communica-

tion, then, provides us with a tool that can enhance our ESL learners' language experience.

About the author: Denise Murray is a lecturer in linguistics (TESL) at San Jose State University. Her research interest includes computer mediated communication. She has been an ESL teacher and teacher educator for 17 years.

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THE STANDARD BEARER

Edited by Carol J. Kreidler, Georgetown University

Mr. Redfield's article (TN, 12/86) regarding the necessity of an M.A. in TEFL/TESL for securing employment has generated responses in the form of an article and a letter. Both authors defend the M.A. in TEFL/TESL while not completely disagreeing with Mr. Redfield. C.J.K.

Reflections on "The M.A. and TEFL"

by Keith Maurice
Mahidol University

Michael Redfield's 12/86 article, "The M.A. and TEFL," was very enlightening and thought-provoking. The points raised cut to the core of the employment conditions in many varied situations. As one who has been involved in the hiring of teachers in Japan, I can certainly vouch for the basic validity of his main ideas. At the same time, however, it seems important to mention several other related issues as well.

Mr. Redfield asks, for example, "Do people really need a master's degree in TEFL or a related field in order to find employment abroad?" and then suggests that the degree is not needed very often. I would like to comment on why it may not be needed in some cases and then to point to the fact that it is useful, and sometimes essential, in other cases.

In an established language teaching company in Japan where I worked a few years ago, there were about 70 full-time teachers, hardly any of whom had TEFL-related degrees. Managers in charge of hiring rarely got applicants with such degrees, but when such applicants did come in, they were given a bit closer notice. The degree itself did not open any doors, but it did unlock them. However, managers were just as concerned with the applicant's character, appearance, stability, planned length of stay in Japan, and general competence as they were with the particular credentials the applicant had.

At one point, I returned to the U.S. with the task of hiring new teachers for the company. Though I contacted a couple of universities, the main channel used to publicize the positions was through newspapers. About 150 people called and received information, 50 were interviewed, and finally 14 were hired. No one interviewed had TEFL training. Of those hired, two had M.A.'s in other fields; the backgrounds of the 14 ranged from international management to engineering to Peace Corps teaching. We were looking for people who could 1) stay in Japan for two years, 2) be stable and responsible employees, 3) be outgoing and enthusiastic, 4) be cross-culturally aware, and 5) be able and interested in working with businesspeople. Let me add that the engineer and the person with the management background turned out to be extremely capable because they could converse meaningfully on issues that some TEFLers could not.

From those observations and experiences, I agree with Mr. Redfield that nobody interested in TEFL should think that an M.A. is a magic cure-all for getting and/or upgrading employment. There are simply too many other factors that employers look for in their searches for the best possible staff.

Having said that, let me now offer another side of the many-sided coin and say that "yes, the M.A. can be useful for gaining employment in many places in the world." When I left Japan, with considerable experience and confidence, I checked an organization that hired people for positions throughout South America and found that my experience was irrelevant without an M.A. degree. Such a case does not seem to be a special exception. Various universities, institutes, and some special high schools and international schools in a variety of countries require, or at least look for, TEFL-related degrees.

In Thailand, one can get jobs at major universities without an M.A., but the vast majority of Thai teachers of English at the same universities have M.A.'s and the people doing the hiring are increasingly wary of inexperienced, untrained non-Thai applicants. When they cannot get people with M.A.'s, they will settle for what they can get, but the awareness of and desire for experienced people with knowledge of and skills in TEFL is definitely there. In addition, the actual work that one does is sometimes determined by one's past training and experience.

If the problem is broadened, however, to good work with decent pay and some sense of job stability, then the situation for teachers with M.A.'s is not quite as positive as the above paragraph suggests. The pay in Thailand, for example, is good by local standards but does not translate very well into dollars or pounds.

I would like to make a final point about our career horizons from a wider view. Many of us begin as amateurs in settings where professional degrees mean little and the work revolves around very specific tasks in very specific contexts. As long as we stay in those settings, we may (through experience, hard work, personal characteristics and contacts) be able to make some solid career moves without even thinking of any formal training in the field. However, many of us move on to change our plans and broaden our goals, and as we do that, further education is sometimes important.

It may be that we have not one possible road to follow but two: one for pilgrims who travel to distant lands and wander into language teaching and one for 'professionals' who take the training to help them pursue their goals. For anyone interested in the TEFL journey, the decision to pursue an M.A. needs to be based on much personal reflection and analysis of the real market down the road for their particular skills. If a person plans to remain in a situation in which an experienced pilgrim is valued, then an M.A. may not be worth the time, cost, and effort. But if a person desires greater leverage to try various options in TEFL, then the M.A. may well be worth it. The road one takes must depend on the place one wants to go.

About the author: Keith Maurice, M.A. Florida State, teaches in and coordinates the M.A. program in Applied Linguistics (ESP) at Mahidol University, Bangkok, Thailand.

"I AM A BETTER TEACHER" REVEALS POLL CONDUCTED BY TEMPLE UNIVERSITY/JAPAN M.Ed. IN TESOL PROGRAM

Dear Mrs. Kreidler:

I read with great interest Michael Redfield's article entitled, "The M.A. and TEFL" published in the December 1986 issue of the *TESOL Newsletter*. Although Mr. Redfield's premise that it is not necessary to have an advanced professional degree in TEFL/TESL or a closely related field in order to secure a teaching position is regrettably true, the issue with regard to the necessity and desirability of obtaining an advanced degree in the field should not be measured in terms of employment. The real issue is whether or not an advanced degree in TEFL/TESL improves the academic standards of educational institutions and the professionalism of those engaged in teaching TEFL/TESL.

For too long the teaching of English as a foreign or second language has been mired in the popularly held idea that if you can speak it, you can teach it. This attitude has led in many cases to shoddy teaching, inadequate and misguided English language curricula, and a lack of acceptance of ESL/EFL instructors as professionals by both the general public and colleagues in what are considered to be more academic fields (i.e., linguistics, history, sociology). In order to overcome these perceptions and problems, it is essential for TEFL/TESL practitioners not only to be good teachers but also to know the theoretical work which supports successful teaching practices, to be able to discuss these teaching practices within the context of theory in a thorough and professional manner, and to publish both practical and scholarly articles which will be accepted by colleagues within the field and from other disciplines. Although it is possible to attain some of these goals through self-study and trial and error, a masters degree in TEFL/TESL is the only way to ensure that a thorough, systematic, and scholarly study of current practice and theory is achieved.

If we are ever to gain the recognition due us as professional educators and improve the quality of English language education worldwide, it is essential that we, as individuals and as a group, educate the general population and educational institutions about the need to hire trained professionals who possess advanced degrees in the field. In a recent poll taken of 37 of the 43 graduates from Temple University's Japan M.Ed. program in TESOL the question was asked, "In what way have you advanced professionally and economically as a consequence of having obtained an M.Ed.?" In addition to our graduates responding that the M.Ed. in TESOL had helped several of them secure full-time teaching positions, permanent positions, more advanced positions, and higher income and better fringe benefits, the overwhelming response (95% of the 22 respondents) to the question was, "I am a better teacher." This is one of the most important responses one can receive when evaluating the necessity of advanced degrees in TEFL/TESL and it is the response which needs to be promoted internationally.

Michael DeGrande
Associate Dean
Temple University (Japan Campus)
1-15-9 Shibuya
Shibuya-Ku, Tokyo 150, Japan

THE STANDARD BEARER

Contributions involving employment issues and related topics should be sent to Carol Kreidler, Editor, *The Standard Bearer*, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057

LINC Lives

by Charlotte G. McIver
New York, New York

On December 13, 1985, Language Innovations, Inc. ceased to publish and distribute books for ESL students. LINC, as the group is known, decided to take this step after seeing office and publishing expenses double and even triple in one year; and after becoming aware that members no longer had time for work on publications.

This not-for-profit corporation was founded in 1972 by a group of thirteen language teachers who wanted to publish low cost texts and to foster excellence in language teaching. Since 1972, the group has engaged in many activities besides publishing: It has run workshops for language teachers in New York City, trained teachers at Teachers College and the New School, presented at TESOL conventions, provided support for teachers who work with prisoners in New York State, and held seminars for members to share ideas with each other.

LINC members have found that, despite giving up publishing, they want to remain a group dedicated to excellence in teaching, to disseminating new ideas, and to supporting those interested in these pursuits. In the future, Language Innovations, Inc. will hold workshops for members to use as a forum. It will explore the possibility of a lecture series for educators: It will continue to be a sponsor of new ideas in the field, making sure that those ideas have a full airing among teachers.

LINC books and other materials will be available and may be ordered in the following ways:

1. *10 Steps: Controlled Composition for Beginning and Intermediate ESL Students* by Gay Brookes and Jean Withrow will be published by Alemany Press, 2501 Industrial Parkway West, Hayward, CA 94545 (800-227-2375).

2. *26 Steps: Controlled Composition for Intermediate and Advanced ESL Students* by Linda Ann Kunz will be published by Alemany Press, 2501 Industrial Parkway West, Hayward, CA 94545 (800-227-2375).

3. *The Ways of Written English* by Louis Inturrisi is being distributed by Alta California Book Center, 14 Adrian Court, Burlingame, CA 94010 (415-692-1285, 800-ALTA-ESL [CA], 800-437-5287 [outside CA]).

4. *Getting Into It, An Unfinished Book* by Dave Blot and Phyllis Berman can be obtained by contacting Dave Blot, 217 W. 238th St., Bronx, New York 10463.

5. *Discovery 1* and *Discovery 2* by Allen, Allen, and Ouchi may be ordered from Alice Deakins, Teachers College, Columbia University, P.O. Box 66, New York, New York 10027. A check for your order made out to Alice Deakins must be included. The books are \$4 each. These books are not available in bulk.

6. *Test of the Ability to Subordinate* by David Davidson can be obtained by writing to Dave Davidson, 639 West End Avenue, New York, New York 10025.

7. *The Fred Test* is available from Alta California Book Center, 14 Adrian Court, Burlingame, CA 94010 (800-ALTA-ESL [CA], 800-437-5287 [outside CA]). *The John Test* is not available at present.

8. *The Picture Pages and An ESL Curriculum* are no longer available.

About the author: Charlotte McIver is a consultant in writing and language skills. She currently serves as president of LINC.

Briefly Noted

BOOK ON AMERICAN INDIAN EDUCATION

A new book, *Teaching The Indian Child: A Bilingual/Multicultural Approach* edited by Jon Reyhner, has been published by Eastern Montana College. Dr. Reyhner is coordinator of the Title VII Indian Bilingual Teacher Training Program at Eastern Montana College which serves the Crow, Northern Cheyenne, Sioux, Blackfeet, Arapaho, Gros Ventre, Cree, Shoshone, Assiniboine, and Salish/Kootenai tribes in the Northern Rocky Mountain Region of Montana, Wyoming, South Dakota, and Idaho.

The 280-page book has nineteen chapters of information for teachers of Native American students and is designed to aid teachers with ideas about teaching resources and methods especially appropriate for Indian students.

Chapter authors include Dick Little Bear,

president of the Montana Association for Bilingual Education; Jeanne Eder, coordinator of Native American Studies at EMC; Dr. Hap Gilliland, president of the Council for Indian Education, Dr. Sandra Fox, a Sioux educator; Dr. Carlos J. Ovando, director of Bilingual Education at the University of Alaska (Anchorage); Dr. James Saucerman, chair of the English Department at Northwest Missouri State University; Dr. Duane Schindler, principal of Turtle Mountain High School; plus ten faculty members at Eastern Montana College.

Anyone interested in a copy of this book can get one while supplies last by contacting Dr. Reyhner at the Division of Elementary and Secondary Education, Eastern Montana College, Billings, MT 59101, U.S.A. Telephone: (406) 557-2034.

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AFFILIATE NEWS

Edited by Mary Ann Christensen, Snow College

Formation of 67th Affiliate Announced

Argentina TESOL A new TESOL affiliate based in Buenos Aires, Argentina was announced as TESOL's 67th by Executive Director James Alatis at the Legislative Assembly at TESOL '87.

The president is Blanca Arazi, who traveled to the convention in Miami with eight of the affiliate's 40 members. The affiliate is busy planning its first convention which they believe will attract many new members.

Ms. Arazi is both president and liaison officer of Argentina TESOL. Her address is:

Blanca Arazi
Las Heras 2048, 9A
1127 Buenos Aires, Argentina

Best wishes to Argentina TESOL!

Journal Publication by Affiliates

ORTESOL The publication of a journal provides an important service to affiliate members, and it is one that need not be limited only to those affiliates with the largest memberships. A good quality journal can be published by smaller affiliates and can be tailored to meet the needs of a particular region's interest sections in a way that the larger, international publications cannot.

The ORTESOL affiliate, for example, has recently published Volume 7 of its annual *ORTESOL Journal*, although the membership is relatively small, ranging between 200 and 300 over the past few years, and with a 1986 membership of approximately 325. The cost to members has been, for each of the seven volumes, approximately five dollars per member, depending on the size of each volume. And

while contributors do not need to be members of the ORTESOL affiliate, most of the submissions do come from ORTESOL members.

When in 1979 the ORTESOL Executive Board first decided to begin this publication, it was determined that the journal was to be a refereed, annual publication, with the Publications Board to oversee its production. Since each member was to receive a copy as one of the benefits of membership, five dollars was added to the membership fee to cover the cost.

While the first few editions contained only papers on theory or research, beginning with Volume 4 the entire format was changed in order to provide additional sections which would focus on the needs of ORTESOL's various interest sections. In addition to the main section, the format now includes a Review Article section, a Notes and Comments section, and (an occasional) Research Notes section.

The Review Article section is for critical reviews of recently published scholarly texts, usually dealing with recent trends in approach or methodology in the field. Notes and Comments, a section of shorter papers, includes comments or rebuttals of published articles, and also includes short articles with an emphasis on direct application in the classroom, that is, instructional methods, materials, techniques, and activities at all levels. The Research Notes section provides the opportunity to share with colleagues research still in progress, provided that it is far enough along to offer tentative conclusions and implications for further research.

This more varied format, we feel, is better suited to the interests of our affiliate members. For instance, while the main section of full length papers tends to attract submissions mainly from those in higher education, the Notes and Comments section encourages more submissions from, among others, those in

public schools—one of our largest interest sections—on topics concerning techniques, materials, or activities which are of particular interest to our K-12 colleagues. Or, as another example, the Research Notes section provides an opportunity for graduate students (and others) to share the results of research which may not yet be quite developed enough or 'polished' enough for publication in the main section. As such, it is intended to encourage them—with the help of the referees' comments—to begin to develop their work into publishable form.

It is our hope that more affiliates will consider the publication of a journal. The next step might then be to organize an affiliate publications network, with the goal of finding a way to share our work with each other, either by making publications available to other affiliate members at a reduced (nonmember) rate, or by some other means. For more information, contact: Jeanette S. DeCarrio, Editor, *ORTESOL Journal*, Center for English as a Second Language, Portland State University, Portland, OR 97207, U.S.A.

by Jeanette S. DeCarrio
Portland State University

Setting Up a Resource Center

MINNETESOL For over ten years, MinneTESOL (Minnesota) members have enjoyed the use of a resource center, a collection of donated books and materials representing all levels of ESL and bilingual education. It all started when some zealous members decided there was a real need in the growing ESL and bilingual professional community for access to quality materials. The idea was to share our local resources through private donations and to solicit donations from publishers. In the beginning, space was found in the basement of a residence for international students at Hamline University in St. Paul.

In 1980, the collection was relocated to a better facility. The MinneTESOL Board and Hamline University also came to an agreement on a new direction for the MinneTESOL Resource Center. The contract was simple: MinneTESOL would retain ownership of the books while the collection would be incorporated into the Hamline Library holdings, catalogued and accessible to Hamline students and faculty as well as to MinneTESOL members. The new location, in the curriculum lab section of the library, proved to be convenient and comfortable for the user. Under the competent guidance of the director of the curriculum lab and a MinneTESOL consultant, the collection, totaling some 2000 volumes, was catalogued and ready for withdrawals in early 1986.

The Resource Center is a valuable asset to the ESL/bilingual community in Minnesota and surrounding states. It provides assistance to professional and volunteer tutor alike who are in search of appropriate material. In addition, thanks to the increased donations of publishers, it offers the opportunity to examine samples of the latest books in the field. As part of a university library, its future is secure and it remains a benefit to MinneTESOL members for years to come.

by Ellen Vaut
MinneTESOL

Upcoming TESOL Affiliate Meetings

(Meetings are in the U.S.A. unless otherwise indicated.)

August 8-9	Japan Association of Language Teachers, Summer Institute, Shizuoka, Japan
October 8-10	Tri-TESOL Regional Conference, Seattle, Washington
October 16-17	Ohio TESOL, Columbus, Ohio
October 16-19	Mexico TESOL, Monterrey, Mexico
October 17	Indiana TESOL, Indianapolis, Indiana
October 17	Texas TESOL IV, College Station, Texas
October 22-24	Third Southeast Regional Conference, Nashville, Tennessee
October 23-24	Oklahoma TESOL, Stillwater, Oklahoma
November 6-7	Massachusetts TESOL, Newton, Massachusetts
November 6-7	Texas TESOL State Conference, Dallas, Texas
November 6-7	Puerto Rico TESOL and Caribbean Regional Conference, San Juan, Puerto Rico
November 6-7	Washington Area TESOL, Rosslyn, Virginia
November 6-8	New York TESOL, Buffalo, New York
November 12-14	Fifth Rocky Mountain Regional Conference, Denver, Colorado
November 21-23	Japan Association of Language Teachers, Tokyo, Japan

For more information on the meetings, contact Susan Bayley, TESOL, Suite 205, 1118 22nd Street, N.W., Washington, D.C. 20037, U.S.A. Telephone: (202) 872-1271

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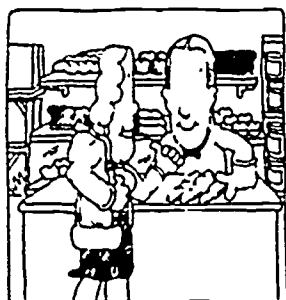
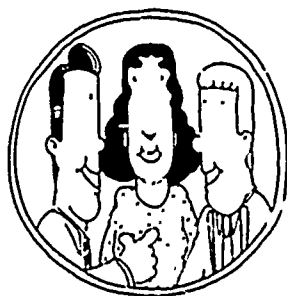
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The Old Man and the Sea
Friday the Rabbi Slept Late
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The Exploration of Space
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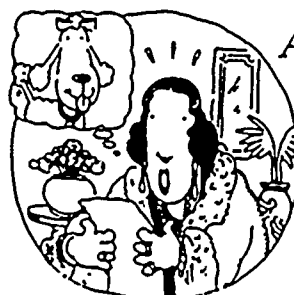
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TESOL 1988 CALL FOR VIDEO THEATER

Due Date: October 1, 1987

The 1988 TESOL Convention in Chicago, Illinois, will include a one-day video theater. Each presenter will be allowed a 45-minute time slot. Opening remarks, distribution of handouts, tape running time, and closing comments must be made within this time frame. If you have several tapes to show, consolidate them into a demonstration tape.

Bring a good "dub" of your tape (no master copies, please) and thirty-five to fifty handouts to the video theater at least ten minutes before your presentation is scheduled. Take your tape and extra handouts with you after your presentation.

The schedule of video showings and summaries of content will be included in the convention program.

STEPS IN SUBMITTING A PROPOSAL

1. Complete the form below. (It may be photocopied.)
2. Prepare an abstract of 250 words. It should include:
 - a) Description of video (organization, format, support materials, etc.)
 - b) Intended use (teacher training, direct teaching, promotions, etc.)
 - c) In top right corner, include: genre, audience, and title
 - d) On one copy only, type the name(s) of the presenter(s) and affiliation(s)
3. Mail four copies of the abstract and the proposal form below to:

Elizabeth Ann Younger
Video Theater Director
5265 West Mercer Way
Mercer Island, Washington 98040, U.S.A.
Telephone: (206) 623-1481

TESOL '88 VIDEO PRODUCTION DESCRIPTION FORM

(Please type)

Name(s) of presenter(s) and affiliation(s):

(Last name first, in the order in which you want them listed.)

- 1.
- 2.
- 3.

Title of Video Program:

Summary: (50-word maximum. This will appear in the convention program.)

Biographical Statement: (25-word maximum per presenter. Use additional page if necessary. Begin with first presenter's first name or initials.)

Genre: ☐ Documentary ☐ Drama ☐ Short Situation ☐ News ☐ Other

Purpose: ☐ Teacher Training ☐ Classroom Use ☐ Cultural Awareness ☐ Student Project
☐ Promotions ☐ Self-study ☐ Student Feedback ☐ Other _____

Video Format: VHS

Availability: ☐ Can be purchased ☐ Can be rented/borrowed ☐ Not available to public

Producer(s):

Video is completed: ☐ Yes ☐ No-if "no," completion date: _____

Audience

Primary interest section (check ONE):

- ☐ Applied linguistics
- ☐ Computer-assisted language learning
- ☐ EFL for foreign students in English-speaking countries
- ☐ ESL in adult education
- ☐ ESL in bilingual education
- ☐ ESL in elementary schools
- ☐ ESL in secondary schools
- ☐ ESL in higher education
- ☐ Materials writers
- ☐ Program administrators
- ☐ Refugee concerns
- ☐ Research
- ☐ Standard English as a second dialect
- ☐ Teacher education
- ☐ Teaching English internationally
- ☐ Teaching English to deaf students

Primary professional category (check ONE)

- ☐ Administrators
- ☐ Classroom teachers
- ☐ Materials developers/curriculum designers
- ☐ Researchers
- ☐ Teacher educators
- ☐ All interested persons

Presenter to whom correspondence should be sent:

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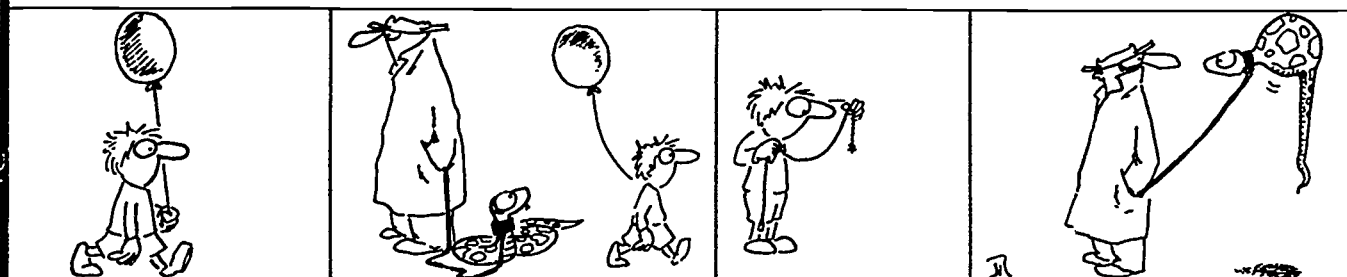
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LETTERS

PETER STREVENS RESPONDS

In *TN's* December 1986 "Letters," H.D. Brown asked P. Strevens for clarification of his definition of eclecticism—discussed briefly by Strevens in the August 1986 *TN*. Strevens' reply to Brown follows.

Editor

21 April 1987

Dr. H. Douglas Brown
San Francisco State University
San Francisco, California

Dear Doug:

Thank you for your letter of October 9 about the article of mine published in *TESOL Newsletter*, August 1986. I did not know until much later that you had sent your letter to the *TN* for publication and that a publishable reply from me was awaited.

First, I am sincerely sorry if your feelings and those of any other of my professional and personal friends were bruised by my talk. In it I spoke of 'golden exceptions' from past years and mentioned Lois McIntosh, Ruth Crymes and Mary Finocchiaro—who was in the audience when I gave the lecture as the IATEFL chairman's address. I willingly accept that you yourself and all the names you cite in your letter are representatives active in EFL/ESL today who share this same outlook. Indeed, I would want to add scores more names to the list. If I gave the impression that all American EFL/ESL specialists embrace the views I outlined in my reductionist thumbnail sketch of American attitudes, of course that would be wrong. The piece was written for a conference in England: when asked 'Can we reprint in the *Newsletter*?' I should have asked to revise it first.

But secondly, I have to say that your observation that 'Krashen stands alone in his dogmatism' really does not accord with my perceptions. Not only have I met very many individual Americans, in the States and outside them, who cleave with some passion to Monitor Theory and its associated canon of literature, but the professional publications in our field have often seemed to be dominated by Steve Krashen's views. Look, for instance, at *TESOL Quarterly* for the five years before its recent change of editor, with Steve sometimes being given right of reply in the same issue when an article was critical of his views. I say this not to criticize the *Quarterly* nor yet to engage in the debate over Krashen's work but simply to explain how many of us come to perceive a certain dominance in the literature.

The heart of the different perceptions between us, it now seems to me, is that there is a generation gap involved, between you and me on the one side and the younger generation of teachers on the other. Let me try this one on you: all the names you quote, and you yourself, are over the age of 35; among people from that age upwards the dominant preference is towards what you have called 'cautious, enlightened eclecticism': agreed. I would also maintain that this more sophisticated attitude is in any case forced on people if they do not already possess it by the constant renewal of our classroom experience that learning is immensely complex, that teaching can help learning, and that teachers have as much to learn in their own field, as their learners do.

But below 35 most EFL/ESL teachers educated in the United States and in many places where American ESL is influential, I would suggest, see the apparent simplicity, the anti-pedagogical attitudes, and above all the domination by anti-eclectic theory that Krashen proposes, as their preferred stance.

Of course I recognize the work of Steve Krashen and others in the same school of thought as having produced a powerful and important body of published literature—with its associated polemics. I regard it, however, as belonging to a different paradigm from the one I work in. Monitor Theory etc. is a branch of linguistics, via psycholinguistics, mother tongue acquisition theory and SLA research. For me—and I suspect for you and all the other colleagues you mention—EFL/ESL is a branch of education, even though it can benefit from insights from linguistics.

Finally, about the term *eclectic*. For me, being eclectic means seeking aspects of the truth wherever it may be found, accepting illumination from any source (including some propositions within Monitor Theory, perhaps), keeping the mind open to new ideas, fighting dogma.

On that we agree, at any rate. And I hope that when we next meet, and after I have thanked you for the copy of the new edition of your admirable book, we may have time to explore the following propositions: first, that the pedagogical innocence of some SLA writings gets converted after five years or so in the classroom into the more complex educational 'street-wisdom' that you and I and our over-35 friends, in the United States and Britain and many other places already embrace, and second, that we help future teachers best by endeavouring to make them 'classroom-wise' in advance, before they first go solo with a class.

Peter Strevens

The Bell Educational Trust
Cambridge CB2 2QX, England

KRASHEN TO BROWN AND STREVENSON: "I'VE BEEN QUOTED OUT OF CONTEXT."

Dr. Stephen Krashen, whose use of the word eclecticism was referred to by H.D. Brown (TN, August 1986) and H.D. Brown ("Letters," TN, December 1986), further clarifies his use of the term.

—Editor

February 13, 1987

To the Editor:

In a letter to P. Strevens, published in the *TESOL Newsletter* (December, 1986), H. Douglas Brown asserts that:

(1) I believe that eclecticism is intellectually obscene.

(2) I am "dogmatic" and have a "one-sided view of what works and doesn't work" and a "black and white view of second language learning and teaching."

(3) "no single theory and no single method will ever provide all the answers."

In regard to accusation (1), both Profs. Brown and Strevens have quoted me out of context (the written text of my Georgetown presentation is in the 1983 Georgetown Roundtable Proceedings, and is reprinted in *Inquiries and Insights* (Alemany Press, 1985)). With

respect to (2), I invite readers of the *TN* to read for themselves what I have written about the relation between theory and practice (see previously cited references and *Principles and Practice in Second Language Acquisition*, Pergamon Press, 1982, chapter two). As for (3), I think it is essential to distinguish the role of the researcher and the role of the teacher. I will attempt to briefly summarize what I have said already on these issues:

The researcher has no choice but to search for the single best theory. This means only that researchers are concerned with making sense of phenomena, with explanation. While we may never find the single best theory, we do develop better theories as more data is examined and as apparently contradictory data is accounted for by deeper, better hypotheses (and occasionally by a better paradigm; Kuhn, *The Structure of Scientific Revolutions*, University of Chicago Press, 1962). A researcher cannot decide in advance that a single theory will never be found. To have this position is to assert that conflicting results and hypotheses will never be resolved, and that we shouldn't even try.

Teachers do not have the task of theory construction, but have practical problems to solve. Since no theory can ever be "proven" correct (this would require the elimination or disproof of all possible competing views), I do not maintain that teachers should blindly follow any theory. Rather, I hope they will consider current theory in light of their own ideas and experiences.

Eclecticism has two definitions. It can be defined as the use of a variety of methods and techniques based on a single theory, that is, "enlightened eclecticism," "the intelligent use of selected approaches built upon and guided by an integrated and broadly based theory of second language acquisition" (Brown, *Principles of Language Learning and Teaching*, Prentice-Hall, 1987, p. 246). The kind of eclecticism I have written and spoken about is different: the use of techniques without considering their theoretical source. For the teacher, it is sometimes necessary to be eclectic in this second sense. For the researcher, it can present a problem. If two very different techniques "work," and they are based on different assumptions about how the brain acquires language (different theories), we are missing an important generalization (Stevick, *Memory, Meaning and Method*, Newbury House 1976, pp. 104-105). Teachers may have to live with this problem, but researchers cannot. They must search for the deeper hypothesis that explains the apparent contradiction.

Stephen D. Krashen
Department of Linguistics
University of Southern California
Los Angeles, CA 90089

LETTERS

The *TESOL Newsletter* welcomes letters from its readers. Letters should be typed, double-spaced and limited to approximately 250 words. Please address two copies to: Alice H. O'Quinn, *TN* Editor, LaGuardia Community College, 31-10 Thomson Avenue, Long Island City, New York 11101, U.S.A.

The National Issues Forums

by Connie Greenleaf
The University of Iowa

I recently discovered and used the *National Issues Forums* materials and discussions in my advanced level communications class and found they provided a wealth of practice in real-world English for my ESL students. Following are some questions and answers about the *National Issues Forums* which may help others in considering the materials for their students.

What is it?

The *National Issues Forum* (NIF) is a nationwide [U.S.A.] nonpartisan program of discussions designed to engage Americans in the formation of public policy. It is sponsored by the Domestic Policy Association, which is a network of educational and community organizations committed to bringing people together to learn about public issues.

How does it work?

Each fall citizens gather locally throughout the U.S. to discuss the same three issues. The issues are chosen by the public and they all include the following characteristics. They 1) have an immediate impact on the lives of most Americans, 2) will remain prominent for some time; and 3) involve value choices as well as technical considerations.

The issues for 1986 were The Farm Crisis, Immigration, and Crime. The issues for 1987 are Freedom of Expression, Arms Control and International Trade.

The Domestic Policy Association provides the public with a variety of materials at a very low cost to use in conjunction with each of the three issues. They include:

- issue books—an excellent, many-sided book written for each of the three issues;
- discussion outlines—a quick reference of the pros and cons of different choices on the issues;
- issue summaries—a brief summary of each issue; and
- the forum starter videotapes—summaries of the issue topics which are 15 minutes in length and can be copied or purchased.

What's in it for the ESL student and teacher?

Plenty! In general, they provide a means through which ESL students can read about and discuss issues of national concern both inside and outside the classroom. Specifically, the forums have many other attributes.

- They provide a chance to practice listening skills in a very realistic and motivating manner. The forums are conducted by a moderator who assembles a panel of citizens with special interests or backgrounds on each of the issues under discussion.

- The materials provided by the association are excellent resources for study in either a communications or reading class. The booklets are inexpensive and well-balanced. Of even more importance for the ESL teacher is the fact that they are easy to read because they are written in short chapters and include many graphics such as political cartoons and charts

which aid comprehension. The video starter tape provides another way of summarizing the issues and can be used independently of the forums if a class cannot participate in the actual forums.

- The *National Issues Forum* is a chance for your students to hear public sentiment of prominent issues. As one student wrote, "... the forums were a very good experience for me because I could understand and see how American citizens were feeling and thinking about crime." Another student wrote, "This was very interesting. I've never gone to a meeting like this before. Now I know the way Americans solve problems."

- The forums give students a chance to express themselves about issues of national concern.

How can I take advantage of this Resource?

First of all find out if your community is already a forum site or if you will have the opportunity to start it in your community. Write the national headquarters: Mr. Jon R. Kinghorn, Domestic Policy Association, 5335 Far Hills Avenue, Suite 300, Dayton, Ohio 45429, U.S.A.

Teachers could begin preparing by ordering the issue booklets for class study and allotting sufficient class time in their syllabi to study the booklets before attending the actual forums.

Ancillary activities I found to be successful included a community survey concerning the issue(s) to be discussed, guest speakers in the classroom, and cross cultural comparison on the issues discussed. More than anything else, the most beneficial way to take advantage of this resource is to attend the forums themselves, for it is then the students can hear the panel members and community participants discuss alternative views and options for action, and perhaps participate in the discussion themselves.

What do the students say about the National Issues Forum?

"This debate helped me improve my listening skills and acquire more opinions and attitudes about crime."

"The forum was a good experience, even though it was at times a hard experience because I felt too shy to speak because I am a foreigner."

"This is interesting for me because it gives me a new experience and the chance to listen to a professional debate. It's a great way to understand English."

About the author: Connie Greenleaf received her M.A. in TESL from the University of Illinois in 1981 and has taught ESL in elementary, secondary, bilingual education, and intensive program settings since 1975.

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INTEREST SECTION NEWS

Edited by Mary Ann Christensen, Snow College

INTEREST SECTION NEWS HAS A PAGE OF ITS OWN

Beginning with this issue, Interest Section news will appear on a page of its own. We welcome announcements and items of interest from all ISs that they would like to share with the general TESOL membership.

The page—and sometimes a bit more—will be here for ISs to use as they find useful. Short articles (500-word maximum) are invited on topics and questions that will be of significance to readers from more than one interest section. Announcements of conferences will continue to appear on the "Conferences and Calls" page but all other IS items and announcements will appear here. Send contributions directly to the page editor.

M.A.C.

New Interest Section Approved at TESOL '87

TEDS-IS The petition to form a new interest section, Teaching English to Deaf Students (TEDS-IS), was met with approval by the Interest Section Council and voted into being by the Executive Board at its spring meeting during TESOL '87.

The officers of TEDS-IS are:

John Albertini, chair
National Training Institute for the Deaf
Rochester, New York, U.S.A.

Margaret Walworth, associate chair
Gallaudet University
Washington, D.C., U.S.A.

Eugene Lylak, newsletter editor
National Training Institute for the Deaf

More than 50 TESOL members have indicated TEDS-IS as their primary interest section. It is TESOL's 16th IS. Congratulations, TEDS-IS members and officers!

Cooperative Venture To Publish CALL Digest

CALL-IS The Computer Assisted Language Learning Interest Section of TESOL has joined with CALICO, SMILE, and the International Council for Computers in Education to sponsor the publication of C.A.L.L. Digest, a newsletter oriented toward the ESL practitioner interested in using computers. The ICCE will own and publish the newsletter eight times a year, under the guidance of an editorial board composed of Norman Johnson, continuing as editor; Stuart Smith, assistant editor; John Higgins and Macey Taylor, contributing editors and CALL-IS/TESOL representatives; Frank Otto, CALICO; Anita Best, ICCE; and Hilel Weintraub, SMILE. CALL-IS members will be able to subscribe at a greatly reduced rate, and the new arrangement also makes possible the processing of subscriptions by the Japan Association of Language Teachers to eliminate the yen/dollar difficulty.

It is sometimes useful to examine questions or problems from various IS members' perspectives. We welcome comments and a dialog—if one ensues—on those questions raised by the author below.
—Editor

Serving Non-Literate Adults in ESL Classes: We Need Some Answers

by Suzanne M. Griffin

ESL literacy instruction varies widely in the kinds of learners it addresses and in the practices it uses. Four distinct categories of learners can be identified in literacy classes:

- **Preliterate**—those who speak a language for which there is no written form or whose written form is rare and recently developed (e.g., Hmong, Mien).

- **Illiterate or nonliterate**—those who possess no reading or writing skills in any language, although there is a commonly used written form for each language they speak.

- **Semiliterate**—those who have had the equivalent of three or four years of formal education and/or possess minimal literacy skills in any language.

- **Non-Roman alphabetic literate**—those who are fully literate in their own language but who need to learn the formation of the Roman alphabet and the sound/symbol relationships of English (e.g., Farsi, Arabic, Cambodian, Thai, Cantonese).

The characteristics of the learners in each of these categories suggest that they should be taught in separate literacy classes. A person who has never been literate requires a different orientation to the Roman alphabet than a literate person who is simply learning a new alphabet system. Most ESL programs do not, however, have the financial luxury of offering several literacy classes. In fact, multilevel classes in small ESL programs may include both literate and nonliterate students. This pedagogically challenging situation might be tolerable if ESL instructors had clear ideas about which methods of teaching second language literacy were most effective for particular categories of learners. The truth is that few ESL instructors understand which methods work for any nonliterate students.

The methods which are being used in ESL literacy classes are principally influenced by four major areas: linguistics; language acquisition theory, first language reading methods, and practices used with students who have learning disabilities (e.g., dyslexia) Writing in the *TESOL Newsletter* in April 1984, Ranard

noted that the diverse and occasionally conflicting opinions and practices developed from these various influences will continue until the assumptions about, and relative benefits of, different approaches and methods for teaching ESL literacy are tested systematically. He included the following questions in his list of issues that especially need to be addressed:

1. At what point is an ESL student considered literate? What are the minimal competencies that learners need to be able to perform in today's society? How many hours of instruction, on the average, are required to achieve a specified level of literacy?

2. Should native language literacy precede literacy in English? Does the degree of transference from L1 to L2 vary according to the type of orthography in L1?

3. Is it more effective to teach oral proficiency first or can the three skills of speaking, reading and writing be taught concurrently?

To Ranard's questions, I would add these:

4. To what extent can the methods used to foster first language literacy in children be applied to preliterate and illiterate adults?

5. What is the relative effectiveness of teaching ESL literacy to adults in a formal learning situation as opposed to an informal context?

6. Can current theories on second language reading research be extended to second language literacy acquisition? (e.g., Does second language literacy acquisition integrate

Continued on next page

INTEREST SECTION NEWS

The editor of this page is Mary Ann Christensen, English Training Center, Snow College, Ephraim, Utah 84607. Send Interest Section newsletters, announcements, and short articles (500 words) to her by the deadlines stated on page 2 of TN.

TESOL Interest Sections

Applied Linguistics

Computer Assisted Language Learning

English for Foreign Students in English-Speaking Countries

ESL in Adult Education

ESL in Bilingual Education

ESL in Higher Education

ESL in Secondary Schools

ESOL in Elementary Education

Materials Writers

Program Administration

Refugee Concerns

Research

Standard English as a Second Dialect

Teacher Education

Teaching English Internationally

Teaching English to Deaf Students

For information about any of the Interest Sections contact Susan Bayley, Field Services Coordinator, TESOL, 1118 22nd Street N.W., Suite 205, Washington, D.C. 20037, U.S.A. Telephone: (202) 872-1271.

We Need Answers

Continued from page 23
"bottom up" and "top down" processing?)

7. What information from perceptual psychology and cognitive psychology can help us understand the literacy acquisition process among adults?

8. How much difference does context or medium of presentation make at the different stages of the second language acquisition process?

While researchers in second language literacy begin to address these questions, ESL professionals in adult basic education are faced with increased numbers of preliterate and illiterate learners who make very slow progress in ESL classes. In the adult refugee programs, we are facing the necessity of establishing criteria for graduating these students from classes after several quarters in order to make room for newly arrived refugees who want to begin their ESL instruction.

To graduate or promote students who have not become literate after hundreds of hours of instruction is extremely difficult for educators who believe that everyone can learn. The frustration lies in knowing that our failure to find the key to literacy acquisition for these people has resulted in human costs that far exceed the welfare dollars supporting them as they struggle toward literacy and employability.

Researchers, applied linguists and practitioners in ESL need to combine forces to find some answers to the problems of adults trying to acquire second language literacy. By continuing to tolerate a vacuum of theory and a lack of certainty about appropriate pedagogical practices in this area we are ignoring one of the most critical and costly problems in our profession.

About the author: Suzanne Griffin is supervisor of the Adult Refugee Project in the Office of the Superintendent of Public Instruction in the state of Washington. She is a past chair of the Refugee Concerns Interest Section.

Asian-Pacific Regional Conference on Deafness

by Pamela Ng
Hong Kong

The first Asian-Pacific Regional Conference on Deafness was held on December 8-12, 1986 in Hong Kong. Under the theme Towards Better Communication, Cooperation and Coordination delegates from 26 countries heard presentations on audiology and hearing conservation, education, medical services, social work, technical services, vocational training and employment. By far the largest number of presentations were on education and language development of the deaf.

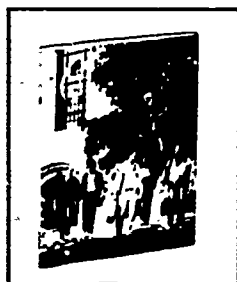
Many of the countries participating have adopted methods of teaching English as a second language (ESL) to teach their deaf population. This is done because of similarities between second language acquisition and the acquisition of language by pre-lingually deaf individuals (Berent, G.P. TN, April 1983). As the hypothesis testing theory in language development says that normal language development hinges on adequate language input, deaf children may be able to acquire English if its grammatical rules can be explicitly taught them and if the children have a chance to apply the set of rules as models.

Many non-English speaking teachers teach ESL due to the conditions of colonization or a deep interest in Western technology and culture. Often, the same method is applied in teaching English to the deaf. For example, Hong Kong has been a British Crown Colony since 1897 and has developed as an international center of commerce and finance. Both Chinese and English are used daily, so all school-age children, hearing and deaf alike, receive formal instruction in English as a second language. There are four schools for the deaf, two organizations solely for the deaf and six other community organizations for the general public which also serve the deaf in Hong Kong.

Debates over ESL pedagogies concern how much learning is rote, through immersion in a language environment or student generated language. In Hong Kong, most often the system involves rote learning of grammatical and syntactic rules of English. Since rote learning is one of many methods in teaching language, the system of language instruction in Hong Kong may benefit from experimenting with other possibilities. Perhaps this conference will encourage future efforts in exploring such possibilities to complement their existing educational system for the deaf.

About the author: Pamela Ng is a visiting instructor at the National Training Institute for the Deaf-Rochester Institute of Technology, Rochester, New York.

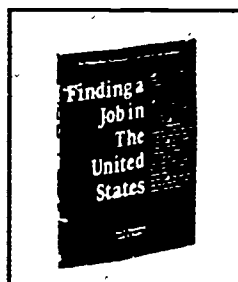
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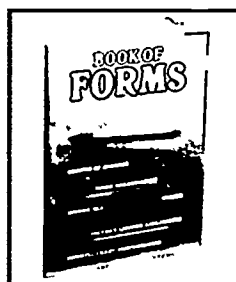
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Briefly Noted

DEVELOPMENT OF INTERCULTURAL COURSEWORK

From June 23 to July 3, 1987, the Institute of Culture and Communication at the East-West Center will offer a workshop for college and university faculty who wish to develop courses in intercultural and international topics. Participants will examine possible texts, discuss issues with the authors of texts currently used in intercultural courses, share ideas with each other, and develop full course outlines.

For more information write: Mr. Larry Smith, East-West Center, Institute of Culture and Communications, Honolulu, HI 96848, U.S.A.

The Beijing International Book Fair: Personal Comments from a Participant

by Charles W. Gay
Waseda University

The first Beijing International Book Fair was held in Beijing, People's Republic of China, from September 5 to 11, 1986. Approximately 350 publishers from around the world took part in the fair. A week before the fair was to begin, I had a call from Jane Alden at USIS asking me to go as an academic specialist to help with the agency booth, to discuss issues in teaching and learning English, and to answer questions about the materials being displayed. The agency booth was called "TESL/TEFL '86," and contained samples of materials from many American publishers plus USIS publications. Two other Americans helped at the USIS booth: Cynthia Borys, USIS Regional Library consultant, Bangkok, and Nancy Hearst, a researcher from Harvard. We were assisted by three Chinese, one of whom was our translator. His name was Mr. Pei Wei; he left China one week after the fair closed to enter graduate school at the University of Denver.

Mr. Pei Wei was a big help when we needed someone to translate, but I was surprised at how little we really did require translation. Most of the visitors at the booth spoke some English, many of them quite fluently. I must admit, however, that those who could not speak to us in English usually merely browsed and did not attempt to communicate with us.

Thousands of people came through the book fair during those seven days. They represented many more occupations than we had anticipated, for we thought that most of our visitors would be English teachers and students. To our amazement, however, there were military personnel, engineers, businessmen, architects, government employees, accountants, farmers, shopkeepers, and many others besides teachers and students of English.

About two hours after the fair had opened, we began to realize that many people were indeed interested in materials on teaching and learning English but that many, many others

were there to practice their English. Young and old, men and women, boys and girls, professional people and blue collar workers, all wanted to talk to us, and most of them were not shy in their attempts. It turned out to be seven days of people-to-people communication in English. I asked many of them how they learned English. Most of them, of course, had studied in school, but the Voice of America was cited as the most valuable source of real English.

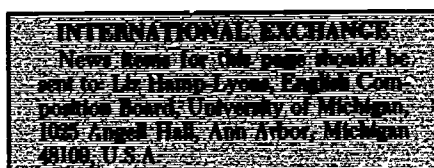
These people were warm, friendly, and interesting. They asked many questions about America, and when I told them that I teach English in Japan, they asked me many questions about Japan and the Japanese. Those days went by fast, and we were exhausted at the end of each day, but our spirits were exhilarated by this contact with the Chinese public.

The English teachers who came by the booth were interested in materials in all the language skills and in cultural material about the U.S. They were also interested in materials on methods and techniques in teaching English. I talked to some of them a long time about current issues and trends in English teaching. On Tuesday of that week, I participated in two three-hour seminars with Mr. William Pattis and Mr. Richard Carpenter of National Textbook Company. Mr. Pattis talked about the number of international students who are now studying at U.S. universities and about the status of English around the world. Mr. Carpenter discussed some of their materials, and I spoke about current issues in English language teaching. The room was filled to

capacity for both seminars, and we were sure they understood almost every word we said. We thought our audience would consist primarily of English teachers and perhaps a few students, but to our surprise there were very few teachers. Almost everyone was a student of English, and not only of high school or university age, but older working people who were there to listen to English.

As the visitors to our USIA booth looked through materials and asked questions, they became more and more interested in actually ordering some books. What stopped some of them short, however, was the cost. When they looked in the catalogue and saw the prices, many said that they could not afford those prices, and they looked very disappointed. As it turns out, some individuals at the fair did buy books, but most of the books ordered were purchased by schools and libraries. I thought to myself that some way must be found to make books available to these Chinese who are hungry to read in English but who can't pay the prices for these imported books. I don't know the answer, but Mr. Pattis, who is the president of National Textbook Company, has some thoughts about this, including ways in which publishers can work out arrangements with Chinese distributors and publishers to make these materials available within an affordable price range for the Chinese. I hope that these ideas will be pursued by publishers and the Chinese government so that these people can have access to books.

As anyone who has gone to China knows, you do not encounter friendly smiling faces in most public places such as restaurants, hotels, and government agencies like the post office. But at the book fair, when people were relaxed and eager to have a conversation in English, there were smiles, laughs, and many questions, one of the most frequent of which was "How can I go to the U.S. to study?" I wished over and over again that I had had the answer. ☺



English Teaching in China: Problems and Perspectives

by Hou Zhining
Shanxi University

China has the largest English-learning population in the world, and a history of over a century of English teaching and learning. Thus English as a foreign language (EFL) in China has become a tradition in its own right. In view of the tradition, what English teaching approaches are being used in China? I'd like to discuss a few problems in English teaching in China so as to provide reference for teachers of English in China and colleagues in similar situations outside China.

During the past decade (from 1977 to 1986) the English language enterprise in China has been growing rapidly. English teaching is a part of an energetic, nationwide program in language teaching. Today there are approximately 50 million students studying English in schools. (English teaching begins in the third grade of the key primary schools and continues

throughout middle school and on through the tertiary level and adult education including TV and radio college courses.) At least 100 thousand teachers of English work in these schools.

The majority of English teachers in China are not systematic trainees in the methodology of second language teaching. Most language teachers are chosen to be teachers because they have a talent for language and have learned some teaching techniques from their teachers. Some of them learn to teach on the job, following the model of senior faculty. The development of research in linguistics and many effective techniques are completely new to most Chinese English teachers.

Due to the lack of systematic training, the methodology used in second language teaching in China is most frequently described as:

1. The Reading-Grammar-Translation Approach
2. Knowledge-imparting Process
3. Intensive Reading
4. Teacher-centered Approach
5. Learning from textbooks

The Reading-Grammar-Translation Approach

This approach began in the 1950's and is still widely used in language teaching, in particular in teaching English to non-major college students and to students in middle schools. Teaching activities are usually such as the following:

- a) to read the passage (text) in English;

Continued on next page

Teaching in China

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b) to have a few grammatical rules (or language points) explained with some exercises;

c) to translate words, sentences and the passage into Chinese in order to make sure that students have understood the English text.

This explaining of grammar rules is really no more than telling the students more about the language, rather than giving them practice and experience in the use of the language. Translation activities make so much use of Chinese that the precious time given to English is terribly reduced. Thus, the Reading-Grammar-Translation approach makes the class process knowledge-imparting.

Knowledge-imparting Process

The traditional grammar-translation or text analysis school looks upon language teaching as a "knowledge-imparting" process, and language learning as "knowledge-receiving" process. Hours are spent in explaining, analysing, paraphrasing, asking questions, practising patterns, reading aloud, etc. until the students very nearly, if not literally, learn every word by heart.

This approach treats learners as passive recipients. They don't have to take any initiative. They just wait there to be filled with knowledge. All the traditional teachers require of students is the ability to receive and store up in their heads the knowledge handed out to them. There is a heavy reliance on rote memorization of a given lesson. The lessons do

not include anything that may require learners to stand on their own feet intellectually, let alone to make many intellectual leaps.

One must remember that language is not knowledge. It is competence. Our objective is communicative competence. We regard language learning as an active development process. The teacher's duty is not just to exploit the student's intellect; even more important the teacher is there to help develop it.

Intensive Reading

In China the core of a language program is "Intensive Reading," consisting of a line by line syntactic analysis of literary excerpts. Teachers and students often feel uncomfortable with approaches to language teaching other than intensive reading. In recent years they added a course called extensive reading in English teaching, but extensive reading serves only to help consolidate or supplement what has been learned in intensive reading. In fact, intensive reading still occupies a dominant position in English teaching. Much time is spent on short passages, but language skills are learned. During their college period students may come into contact with about 50 passages (each has 300-400 words). As a result, when a student graduates from college, he cannot read materials of his special field because of his limited vocabulary.

We should provide students with English materials (books, magazines and newspapers) as much as possible. There are not just two kinds of reading—intensive and extensive—but many kinds. We should help our students to require the ability to skim and scan, to shift, adjust, and combine and vary their speed and mode of reading as the purpose and other

circumstances demand.

Teacher-centered Approach

The Chinese traditional text-analysis syllabus and teaching practice are considered as teacher centered, not only because the teacher takes up almost all the time in class, but also because the content and design of the course are determined not by the students' need, but by the "text" which has been selected solely for its "literary value." In China the tradition of the teacher occupying the center in the classroom is very much alive. The teachers have to prepare a "lecture" for every class, supplying the correct answer to every exercise the students do. The teacher, like an actor or actress performs a very lively "show" on the stage, while students are watching and listening like a theater audience.

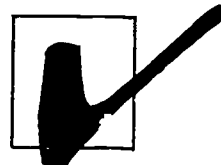
Because of teacher-as-dominant, student-as-submissive role relationships, students are accustomed to being silent. A fear of losing face, a desire to avoid confrontation, a reluctance to be singled out, a fear of making mistakes, a hesitancy about answering questions make students reluctant to participate in class activities.

A communicative approach presupposes that students take the controlling role in learning. Students are given a chance to do the learning themselves, instead of having everything done for them by the teacher. To learn the language, the students must go through the active process of speaking it themselves.

The teacher's role is neither to give lectures nor to supply correct answers. His or her job is only to provide the condition for this process to set it going, to observe it, to try to understand

Continued on next page

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by Catherine Robinson and Jenise Rowekamp
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☐ Oxford Picture Dictionary of American English

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The ever-popular *Picture Dictionary* offers students over 3,000 useful vocabulary words in contextualized pictures, as well as a wealth of information on American culture and lifestyle.

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Teaching in China

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it, to give guidance, to help it along, to analyse and evaluate it. Thus students are released from a passive role and are now interested, alive and creative. All in all, students should be actors, the teachers—a director.

Learning English from Textbooks

Most students in China learn English from textbooks. There are various unified textbooks according to different levels. These texts have two serious flaws. First, these texts are organized around selected grammatical teaching points. The language, especially in the text sections is strictly controlled with regard to syntax. These passages often sound unnatural and artificial. The second flaw is that the textbooks rarely present opportunities for students to engage in meaningful communication.

The unified textbooks at advanced levels emphasize literature. The study of literature is seen as a prestige field of English study. Unfortunately, the study of literature as a sole emphasis at advanced levels is not the best means of preparation for the sort of English skills China wants.

Because of lack of contact with native English speakers and without appropriate American and British cultural background, the English learned by students is marked by odd or archaic usage. In addition, since they are patterning their English speaking and writing style on a Chinese model, their English is always sprinkled with proverbs, slogans and idioms. Students also tend to trust prescriptive decisions regarding correct usage more than the opinions of native speakers.

English Teaching Intensified

In recent years, English teaching in China has been intensified. A large number of students and scholars have been sent abroad for advanced studies. Many foreign experts have been to China to provide valuable and focused assistance in English learning. They have brought new concepts of language pedagogy and introduced new achievements in linguistic and communicative approaches. Thus some English specialists in China have realized the problems in English teaching. In the fall of 1985 a new "College English Teaching Syllabus" was established by the Ministry of Education of the People's Republic of China. It says, "In the past teachers of English paid more attention to language knowledge, but neglected the communicative competence. Students manipulated more sentences and their language comprehension remained at the sentence level." The syllabus states that teachers should pay great attention to manipulation of discourse level and the development of students' communicative competence. Hence, though much remains to be done, it is safe to say that as China modernizes everything else, she is also in the process of modernizing her way of learning English.

About the author: Hou Zhiming is an assistant professor at Shanxi University, Shanxi Province in the People's Republic of China. He is presently at the University of South Carolina as a visiting professor on an exchange scholar program. His area of research is English teaching methodology.

MINISCULES

Edited by Howard Sage, New York University

Language Acquisition of a Bilingual Child: A Sociological Perspective by Aivino E. Fantini. 1985. College-Hill Press, Inc., 4284 41st Street, San Diego, California 92105. 256 pp. \$25.00.

Many of us who teach ESL/EFL not only work in the field but live it raising our own bilingual children. All of us confront the very sensitive issue of how to bring up Johnny or Jane bilingually. In fact, the problems encountered in the process can make or break a family. Therefore, this book speaks to a very important issue.

I enjoyed and was reassured to read that Fantini's child disdained speaking to anyone not fluent in Spanish. As my son once told a neighbor trying out her rudimentary Arabic on him, "You can't say that—that's my mommy's language." Most interesting, perhaps, is measuring our children's language acquisition progress against that of Mario's, so clearly set out in Appendix 2.

I encourage anyone raising or contemplating raising bilingual/bicultural children to read Dr. Fantini's book soon. Keep it on the bedside table and make daily comparisons; it will fascinate you.

Lee S. Tesdell
King Fahd University
of Petroleum and Minerals
Dhahran, Saudi Arabia

Do's and Taboos around the World compiled by The Parker Pen Company. 1985. The Benjamin Company, Inc., One Westchester Plaza, Elmsford, New York 10523. 183 pp., \$7.95 softcover; \$14.95 hardcover.

Do's and Taboos around the World is an easy-to-read guide to international behavior. The text focuses on customs, etiquette, body language, and hand gestures, comprehensible drawings accompanying the explanation on hand gestures. One chapter is dedicated to "American Jargon and Baffling Idioms." It is an eye-opening exposé of the chaos created by the

unwitting user of such terminology and a guide to avoiding its use. A chapter with tips for visitors to the United States and an appendix with a useful list of books on writing, cross-cultural workshops, lectures, and publications are given.

Although some parts of this book were written with executives in mind, anyone who travels or works with people of different nationalities will find the information useful and the anecdotes and cartoons entertaining.

Sally La Luzerne
Trident School of Languages
Nagoya, Japan

Korean Patterns by Paul Shields Crane. 1978. Royal Asiatic Society, C.P.O. Box 255, Seoul, Korea. 187 pp. \$8.00.

Based on his experiences during the 1950's and early 1960's, Paul Shields Crane's *Korean Patterns* is a collection of shrewd observations by a physician who shared some of Korea's most difficult experiences. The first part of this book illustrates basic traditional attitudes and reactions of traditionally minded Koreans. Crane then discusses how these attitudes and behavior patterns have been and are now being modified by Western culture. Although 1980's Korea is much different from the Korea that Crane describes, *Korean Patterns* is still a superb quasi-historical document.

George B. Patterson
Pagoda Language Institute
Seoul, Korea

MINISCULES

We invite you to send your miniscules (mini-reviews) of 150 words or less to: Howard Sage, Editor, *Miniscules*, 720 Greenwich Street, Apt. 4H, New York, NY 10014 U.S.A. Please include all bibliographical and price information.

Briefly Noted

USE OF MELAB TO CONTINUE IN THE PRC THROUGH CIECB

The English Language Institute of The University of Michigan has recently signed an agreement with the China International Examinations Coordination Bureau (CIECB) for the extension of the *Michigan English Language Assessment Battery* (MELAB) in the People's Republic of China.

The MELAB is designed to measure the English language proficiency of adult non-native speakers of English who will need to use the language for academic purposes at the university level. Approximately 400 institutions of higher learning in the U.S. and Canada use the MELAB to screen their foreign applicants, and the ELI-UM has some 400 examination sites in 120 countries around the world.

There are three main consequences of ELI's agreement with the CIECB. First, local administrative arrangements will be handled by CIECB; second, the MELAB will now be offered on a group as well as an individual basis; and third, the number of test candidates in the PRC is expected to increase. The agreement followed a visit by Mary Spaan,

Research Associate with the ELI's Testing and Certification Division, to Beijing in the Fall. At present there are 12 testing centers in 11 cities in the PRC.

For further information, contact: Mary C. Spaan, Research Associate, English Language Institute, Testing & Certification, 3023 North University Building, The University of Michigan, Ann Arbor, Michigan 48109, U.S.A. Telephone: (313) 747-0476

NEWSPAPER CURRICULA SOUGHT BY ANPA

The American Newspaper Publishers Association Foundation is collecting newspaper curricula used with ESL and/or bilingual students of all ages. The purpose of this search is to assist publishers in their nationwide newspaper effort to combat illiteracy. If you know of published or unpublished newspaper curricula, texts, chapters, or any other format, please contact Carolyn Ebel Chandler, Literacy Coordinator, American Newspaper Publishers Association Foundation, Box 17407 Dulles Airport, Washington, D.C. 20041. Telephone: (703) 648-1000

The China Experience

by June Rose Garrett
Beijing, China

"What makes teaching in China so attractive to you?" I have frequently been asked during the past two years. Not to belittle opportunities photographic, culinary, or cultural, my answer to that question has to be "The students," a retort that strikes some persons as trite. "What's different about Chinese students?" they next want to know. Actually, it may not be the students themselves who vary greatly from students anywhere else. Rather, the opportunities foreign teachers have to relate to their students are greater than those they would enjoy on their home campuses.

For one thing, because long distance travel in China is expensive, time-consuming, frustrating, and arduous, students come to college in late summer and stay there for five months, until a four-week break for spring festival (formerly called Chinese New Year). Upon returning, they once more take up residence for the four months prior to summer holidays. Because even local transportation is also expensive, time-consuming, frustrating, and arduous, students seldom leave the school grounds, never hold down outside jobs, and find their social life as well as their academic life on campus.

Moreover, because Chinese institutions make a concerted effort to house faculty members within school walls, foreign teachers see their students at work or play every time they set foot outside their flats. Students invite teachers to join their parties and sports events, visit teachers' homes, accompany them on outings, borrow tapes, books, and magazines—later discussing animatedly what they have heard and read. If it is true that a universal desire of most teachers is to make a difference in the lives of their students, then in China—where the foreign teacher has a greater likelihood of getting to know more students more intimately—that desire can be satisfied to a greater degree than is usually possible elsewhere.

Especially does a composition teacher enjoy an unusual opportunity, for in all probability he or she will be the first writing teacher of English that the students have encountered, though they generally will have studied grammar, intensive reading, and conversation for several years. Even more novel to these students than simply writing in English is being asked to choose a subject, think about it deeply, phrase a topic sentence, and plan for development through several paragraphs—skills that have never been stressed in their Chinese study, either. Therefore, the first task facing the foreign English teacher is convincing students that their ideas are worth writing about. Next comes suggesting a variety of ways to organize those ideas logically and present them effectively. The reward comes from watching young people such as Dong Zhi Feng (not her real name), a third-year student, gain confidence and control, as the following *unedited* example written at the end of three months of composition study attests:

Education

Ideological education has been very important since society began. People, no matter from east or west, find a rule or belief in their daily time to guide their life, especially in moral lessons. In Western countries, people believe in the Bible and use it to educate and purify their thought. They think God tells them how to avoid evil things and to be kind to people; they regard God as their belief yet till now. In China for nearly 2000 years, people admired the doctrines of Confucius and Mencius. It laid down three cardinal guides, which means ruler guides subject, father guides son, and husband guides wife, and five constant virtues, which

refers to benevolence, rightness, propriety, wisdom, and fidelity. The feudal ruler specified it as the feudal ethical code. Leaving the content aside for a moment, we will find it did reassure the public; people thought they had a mainstay in their thought. They didn't want to do anything which broke the rule. Perhaps that is one reason why Chinese feudal history lasted so long. Ideological education provided the moral standard and ethics for people who followed it well, and society would be quite peaceful, and the economy would develop quite quickly.

But during the Cultural Revolution, as the overthrow of the doctrine of Confucius and Mencius and the turbulent situation, now the young generations feel the spiritual crisis. That is a very important problem which needs to be solved. Sociologists should establish a new system of thought education for "hungry" young Chinese.

That thoughtful young woman has been unusually fortunate in having had an older mentor to guide her reading for several years, so in all candor I cannot take credit for her excep-

tional acquaintance with her heritage. Nevertheless, identifying such pensiveness and helping to give it form is a joy.

That some hungry young Chinese stand in greater need of nourishment than do others can be seen from a sentence written by a classmate of Dong's:

We like our foreign teacher very much, further, we hope her to teacher us till we graduate.

"Teaching" abroad is not easy, but anyone who values close encounters with bright young minds and spirits would do well to consider seriously the possibility of an assignment in China.

About the author: June Rose Garrott has been teaching in the English Department, Second Foreign Language Institute in Beijing, China for the past year. Ms. Garrott completed her M.A. at Western Kentucky University and plans to enter the doctoral program in TESOL at the University of Texas at Austin.

[illegible]

Edited by J. Charles Alderson, Karl J. Krahnke, and Charles W. Stansfield
Available Summer 1987

Reviews of English Language Proficiency Tests provides descriptive and evaluative information on the major ESL/EFL tests being used in the world today. By providing this information in a consistent format, **Reviews** assists test users in selecting tests appropriate to their needs and in evaluating the quality of those tests. Each review begins with a test entry that presents basic information including:

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TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

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What is Expected of English Instructors in China

by Su-ying Yang
Shanghai Jiao Tong University

English language teaching in China has been undergoing many changes in recent years in order to meet the various needs of Chinese students preparing to become English teachers, translators, literature researchers, scientists, and engineers, and preparing to study abroad. This article reviews these programs and the requirements for instructors from my own perspective.

My aim is to acquaint those who wish to teach English in China with the demands of their potential assignments.

Programs for English Majors

Since the responsibility of instructors of English majors is to train students to be English teachers, translators, interpreters, or researchers of English literature, their academic requirements are exacting. They need to have both good proficiency in the English language and also a good knowledge of British and American literature. Many different sub-courses are offered in the program, such as intensive reading, extensive reading, listening comprehension, writing, grammar, etc. Among them intensive reading is the core which is intended to give students an all-round development of both receptive and productive language abilities. Classroom procedures often begin with an instructor giving an oral reproduction of a text composed of words or sentence patterns from previous lessons, together with new items from the text. This functions as a review of previous knowledge, a simple introduction of new materials and a chance to develop listening comprehension. The audio-lingual approach is apparent in the use of pattern drills. However, many teachers also provide situational contexts to explain key words and expressions and to help students to practice them. In a paired activity students are often asked to retell the story of a text in their own words, either prepared ahead of time or on the spot. Discussion questions based on the text, an activity sometimes carried out in groups, is also favored by both instructors and students. In an oral course component, instructors create some specific simulated situations to make dialogues or conversations more vivid, real, and practical.

Programs for Non-English Majors

The teaching hours of the English program for non-English majors are far fewer than those for English majors, and there is no division of sub-courses in the curriculum. It aims at developing students' four skills with the focus on reading, and one teacher often takes care of the training for two or three classes. In a certain sense, this kind of course is more difficult for instructors to deal with than that for English majors for it was in this area that the grammar-translation approach prevailed in the '70s—at a time when English was not a subject of serious concern and the course required only a little reading skill. The result of the approach was that students learned how to analyze sentence structures but were handicapped in listening and speaking. Students resentfully called English "a dead language." English instructors in China are increasingly aware of develop-

ments in language teaching strategies abroad. This awareness has encouraged many teachers to expand their teaching techniques and to discard the grammar-translation approach. They now try to handle their classes by a combination of audio-lingual and communicative approaches—conducting pattern drills, explaining vocabulary in context, and providing students with opportunities to reproduce texts orally in their own words.

Programs for Students Preparing to Study Abroad

At some key universities and colleges, outstanding graduate and undergraduate students of engineering and sciences are likely to be selected for study abroad and are usually given special English training in preparation for this experience. This course allows these students a little more time than the one for ordinary science students, but still far less than that for English majors. The course requirements include rapid reading—especially of reference books or materials in their own field, and comprehension of daily interactions and the academic lectures they attend. In addition, students are also required to write simple letters, academic paper abstracts and be engaged in basic communication. The methods for teaching these students vocabulary and listening comprehension are very similar to those for English majors. As there is no division of sub-courses, a single instructor gives students training in all four skills with a focus on reading and listening. This job is very demanding on instructors, especially in light of their limited teaching hours. Fortunately, the students are usually very bright and in spite of all disadvantages, results are satisfactory.

Overseas candidates are generally provided with an additional three to six month intensive English course in which the focus is on listening and speaking. Though not a regular program at college, this holds an important position in English teaching of the country. To meet the special needs, language centers have been established in three different cities. In addition, some key universities also offer this kind of course. Since everyone who is sent abroad to pursue further studies has to get a TOEFL score of 550 out of 673, and a Chinese English Proficiency Test score of 110 out of 160, the late stages of the course are made to fit in with the requirements of TOEFL and Chinese English Proficiency Test. It is so intensive that students do nothing but study English all day long. Four hours a day (usually in the morning) are for classroom work. During the rest of the day, students work independently on library assignments, listen to tapes, or converse in pairs. The methods used vary from class to class and institute to institute. To develop speaking ability, situational dialogues are often practiced in pairs or in small groups. For teaching vocabulary or reviewing grammar rules, pattern drills as well as contrast analysis are usually applied. Story-retelling is also a favored form.

The Teaching Situation

It is true that quite a number of Chinese teachers of English need to improve their English skills. It was even more the case six or seven years ago. The reason is historical.

Russian was the major foreign language in the '50s. But in the '60s English gradually gained popularity, and soon China faced a large shortage of English teachers. Former teachers of Russian began to study English and tried to take over the responsibility for English instruction. Some of them were quite successful and became qualified for their new jobs. But not a few of them remained limited in English ability. Many who had been trained as English teachers regressed in skills because they lost opportunities to be exposed to or use English during the 1966-76 Cultural Revolution. Although a certain percentage of English teachers need remedial work, this situation is not nearly as critical as has been portrayed in recent literature (Patrie and Daum, 1980). In fact, many English teachers have very high English proficiency and practice effective teaching techniques. The fact that a great many students have been turned out with fluency in English testifies to this.

Taking into account the aforementioned, it is appropriate for foreign English teachers to place their emphasis on developing students' skills in whatever classes they are assigned to teach. Those engaged in advanced teacher training should also work to improve students' practical skills and to introduce theories of linguistics. The argument that "Chinese teachers of English seem reluctant to abandon the grammar-translation approach" (Grabe and Mahon, 1981) cannot be generalized. Theories about second or foreign language acquisition, methodology, testing, and sociolinguistics are definitely needed by Chinese English teachers, especially by those who are proficient in the target language already.

As there are national English curricula with requirements set for English majors and non-English majors with respect to the four skills, vocabulary and grammar, the chief goal of most English programs is to meet the stated requirements. Methods need to fit in with this specific situation. Some methods in the communicative approach such as Total Physical Response or Silent Way may be welcome. Task-centered communication activities also conform to the goal of English teaching as they operate through the way that language content is defined and organized. Such methods as Counseling Learning or Suggestopedia may not be favoured by Chinese teachers as these operate without an explicit syllabus model, which cannot give Chinese teachers a sense of security that they can accomplish what is required by the curriculum.

The exchange of language teachers between the People's Republic of China and the United States and other English-speaking nations has, no doubt, helped upgrade the level of language teaching, especially on the part of China. I hope more mutual understanding will lead to even better results.

About the author: Su-ying Yang is an associate professor in the Department of Foreign Languages for Science and Technology at Shanghai Jiao Tong University and writes on the basis of 25 years of experience in teaching English at the college level.

References

- Patrie, James and David A. Daum. 1980. Comments on the role of foreign expertise in developing nations. *TESOL Quarterly* 14(3):391-394.
Grabe, William and Denise Mahon 1980. Comments on methodology-oriented teacher training programs in China. *TESOL Quarterly* 15(2):207-209.

CONFERENCES

Continued from page 8

SYMPOSIUM ON INTENSIVE ENGLISH LANGUAGE TRAINING IN CHINA

Educators interested in intensive language training are invited to attend a symposium on the theme of applied linguistics and intensive English language training being held October 30-31, 1987 at the Beijing Second Foreign Languages Institute in Beijing, China. It is being sponsored by the United Nations Development Program and organized by the ESP Training Network in the Peoples Republic of China. For information about the symposium, contact Miss Ren, Ahen/Haishu Wang, Language Training Center, Beijing Second Foreign Languages Institute, Beijing, China (P.R.C.).

JACET ANNUAL CONVENTION

The 26th annual convention of JACET (Japan Association of College English Teachers) will take place October 9-11, 1987 at Kyoto Sangyo University in Kyoto, Japan. For more information write to Fumio Okutsu, Chairman, JACET Convention Committee, The Japan Association of College English Teachers, Rhine Building 204, 2-12-1 Kagurazaka, Shinjuku-ku, Tokyo 162, Japan.

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Briefly Noted

FREIRE WINS UNESCO PRIZE

Paulo Freire of Brazil has been named the winner of the 1986 UNESCO Prize for Peace Education. Freire, who has been involved with the International Reading Association, has worked for the past 40 years to provide literacy training and education for the poor. He is the originator of the literacy training method known as "education for liberation." This method is used in many Third World countries.

*reprinted from *Reading Today*, April/May 1987

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INFORMATION UPDATE

A free sample issue of *Information Update*, the quarterly newsletter of the Literacy Assistance Center in New York City is available to TESOL members. The newsletter contains articles of interest to teachers of both basic literacy to native speakers of English and ESL to adult basic education students. Address requests on your institutional stationery to John Garvey, Editor, *Information Update*, Literacy Assistance Center, Inc., 15 Dutch Street, New York, NY 10038.

JOB OPENINGS

La Universidad de las Americas, Puebla, Mexico. The language department of the UDLA has an opening for a chair position in the field of TESOL/Linguistics. Required, preferably Ph.D. in Linguistics or related area, administrative and overseas experience desirable, demonstrated leadership in program design and implementation in EAP, minimum commitment of two years. Responsibilities: chair department of thirty teachers, supervise newly created Master's program in TESOL, teach undergraduate ESL and Master's. Full-time instructor position also available. Master's required. UDLA (4500 students) is located 70 miles from Mexico City in the archeological region of Cholula. Send resume and three letters of reference to Dr. Basilio Rojo, Dean, School of Social Sciences and Humanities, Universidad de las Americas, Santa Catarina Martir, 72820 Puebla, Mexico. Telephone: (22) 47-00-00 ext. 1135.

Raytheon Company/Saudi Arabia. This large American company has an on-going requirement for EFL instructors in a military-training program in Jeddah, Saudi Arabia. Minimum requirements are a B.A. degree in EFL or related field and four years teaching experience. A generous compensation package is offered including base salary plus premiums, medical/dental insurance, company savings and investment plan, vacation travel bonuses and company-paid fully furnished housing in a western-style housing community with recreation facilities. Two-year renewable contract. Send resume to Bernard Seward, Raytheon Subsidiary Support Company, 11 Chestnut Street, Andover, MA 01810.

ESL Instructors, Curriculum Developers, Materials Writers, RVA is an ESL materials development and teaching company. From time to time we have had a requirement for ESL teachers or ESL course material writers both in the U.S. and overseas. We therefore welcome inquiries from ESL professionals who are interested in possible job opportunities. We cannot promise placement in every case, but every inquiry will be acknowledged and will be held in the strictest confidence. Please direct correspondence to Robert Ventre Associates, Inc., 10 Fanny Wharf, Newburyport, MA 01950. An equal opportunity employer.

The Republic of Korea Consolidated Administration School seeks experienced ESL teachers for an intensive ESL program for career officers starting January 4, 1988. Salary: \$1,485,000/mo. Other benefits: furnished two-bedroom apartment, utilities, round-trip air ticket, three-week vacation, eight days sick leave. Medical insurance available. One-year renewable contract. Send current resume, including Diploma, and three color photos to: Col. Jun Yong Jin, Director of Language Department, ROK Army Consolidated Administration School, P.O. Box 2, Chang Gok Dong, Sungnam City, Kyonggi-do 130-19, Korea. Telephone: (02) 402-2322 ext. 5384 (duty hours only)

Job Notices Information

Institutional and commercial members of TESOL may place 100-word notices of job openings, assistantships or fellowships without charge. For all others, the rate is \$50 per 100 words. For institutional, commercial and non-institutional members, the 100-word limit is exclusive of the contact address and equal opportunity employer/affirmative action designation (EOE/AA) where applicable. Words in excess of 100 are charged at the rate of \$1.00 US per word.

Type ads double space: first list institution and location (city and/or state/province and country); title and/or position; qualifications sought; responsibilities; salary/benefits; resume, references, etc.; application deadline; contact address and telephone if desired; and EOE/AA (where applicable). Do not underline words or phrases; avoid abbreviations. Send three copies five to six months in advance of application deadline* to TESOL Publications, 1118 22nd Street, N.W. (Suite #205), Washington, D.C. 20037, U.S.A. Telephone: (202) 872-1271.

Late job notices accepted provided there is space. Call TN Editor: (212) 663-5819 or (718) 626-5450.

*Submit ad by this date	To appear in this issue	Rec'd deadline date not earlier than
December 15	February	April 30
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October 20	December	February 28

University of Alabama, Tuscaloosa, Alabama. Teaching assistantships for English Department ESL courses. Must be admitted to MA-TESL program. Positions available August, 1987. For information on MA program and assistantships contact: Director of Graduate Studies, English Department, The University of Alabama, Drawer AL, Tuscaloosa, Alabama 35487, U.S.A. Telephone: (205) 348-5065. AA/EDE

Canada Language Centres, Newmarket, Ontario, Canada. Seeking highly energetic, result-oriented Recruiting and Marketing Representatives. Qualifications: excellent interpersonal skills, strong presentation abilities and ability to speak, read and write English fluently. A successful three-year track record in sales and/or a background in teaching ESL would be distinct assets. Duties: recruit students, ages 12 to 18, for our intensive English Summer Program; establish a student recruitment network; compile mailing lists; secure contracts with tour wholesalers, travel agents, government agencies, and educational organizations; coordinate and supervise student travel to Cent. a. Salary: 10% commission plus bonus. Please send cover letter, resume, references (name, address, telephone number of 3) to Search Committee/Marketing Representative, Canadian Language Centres, Suite TL 787 Pam Crescent, Newmarket, Ontario, L3Y 5J7 Canada. Tel: (416) 853-1610.

University of Delaware English Language Institute, Newark, Delaware. Likelihood of 16-17 summer teaching positions available (July 18-August 8, 1987). Salary \$1148. M.A. in TESOL/Linguistics preferred. Resumes/2 recommendations to Scott G. Stevens, Director University of Delaware, E.L.I., 25 Amstel Avenue, Newark, DE 19716. Telephone: (302) 451-2674. (Limited free housing available.)

Hua Language Institute, Taipei, Taiwan, Republic of China. Experienced TESOL teachers wanted for private English institute for children. Responsibilities include curriculum planning and development, teacher training and coordination, student evaluation, and teaching of some classes. Candidates should have extensive experience in classroom teaching and curriculum planning for teaching English to non-native speakers. Salary competitive and based on experience. 1 year contract. Transportation to Taipei, Taiwan, provided. Applicants should send full resume, transcripts and names and addresses of three references to: Hua Language Institute, 4F, No. 390 Fu Hsing S. Road, Sec. 1, Taipei, Taiwan, Republic of China.

The University of California, Irvine, has a position available for a lecturer with 5 or more years experience teaching university-level ESL, a minimum MA degree, and computer skills (preferred). Salary ranges from \$20,000-\$28,000. Requirements include teaching eight ESL reading/writing courses in a 9-month academic year. Apply by June 30, 1987 to Robin Scarcella, ESL Program, University of California, Irvine, CA 92717 USA. Tel: (714) 856-6781

Human Resources Development Institute, Yanbu, Saudi Arabia. Openings for ESL instructors in the Institute's vocational-technical program. Duties include teaching and some curriculum development. Qualifications: M.A. in TESOL or equivalent, and two years experience as a language teacher. Salary competitive, depending on qualifications and experience. Overseas experience preferred. Two-year contract. Individual furnished housing provided, married or single. Yearly paid vacation of 30 days with round-trip ticket to point of origin. Medical care, transportation allowance. Send resume and photo to: M. Helmi Kutbi, HRDD, P.O. Box 30031, Yanbu Al-Sinayah, Saudi Arabia.

The English Education Center, Jakarta, Indonesia. EEC invites applications from EFL/ESL instructors with appropriate M.A. & overseas T.E.F.L. experience. Duties at EEC's modern Language Training Center include developing and teaching TOEFL preparatory programs and occasional GMAT and GRE programs to Indonesians intending to study in U.S.A., as well as general English classes for the public. 2-year contracts with competitive remuneration package including return air fare, medical and assistance with housing and local transport. Send resume, recent photo, availability date, copies of relevant qualifications and names and contact details of 3 referees to: The Director, EEC, Jl. Let. Jend. S. Parman 66, Slipi, Jakarta 11410, Indonesia.

Job Notices
The TESOL Newsletter reprints in good faith, as a service, the position announcements received. It can make no representations nor assurances regarding such positions.

JALT '87 JOB CENTER

The Japan Association of Language Teachers (JALT) has announced that at the annual conference, November 21-23, at Meiji University, Izumi Campus, Tokyo, an expanded Job Information Center will be featured in order to better serve the needs of the 1500 expected participants. The service, available to all registered participants free of charge, will have information on some 200 positions available throughout Japan. Facilities will be provided for conducting interviews on the spot.

For further information about the Job Information Center contact: JALT, c/o Kyoto English Center, Sumitomo Seimei Building—8F, Shijo Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600, Japan. Telephone: 81-75-221-2376

1988-89 COMPETITION FOR FULBRIGHT SCHOLAR AWARDS

The Council for International Exchange of Scholars reminds faculty and scholars that the competition for the 1988-89 Fulbright grants is in progress. Fulbright Awards are granted in virtually all disciplines, and scholars in all academic ranks are eligible to apply. Applications are also encouraged from retired faculty and independent scholars.

The basic eligibility requirements for a Fulbright Award are U.S. citizenship; Ph.D. or comparable professional qualifications; university or college teaching experience; and, for selected assignments, proficiency in a foreign language.

Application deadlines for the Awards are: September 15, 1987 (for Africa, Asia, Europe, the Middle East, and lecturing awards to Mexico, Venezuela, and the Caribbean); November 1, 1987 (for institutional proposals for the Scholar-in-Residence Program); January 1, 1988 (for Administrators' Awards in Germany and Japan, the Seminar in German Civilization; the NATO Research Fellowships; and the Spain Research Fellowships); and February 1, 1988 (for the France, Italy, and Germany Travel-Only Awards).

For applications, call or write Council for International Exchange of Scholars, Eleven Dupont Circle N.W., Washington, D.C. 20036-1257. Telephone (202) 939-5401.

Free Job Listings in Opportunity Bulletin

The *ESL Opportunity Bulletin*, issued bimonthly by the TESOL Central Office, publishes notices of jobs, teachers exchanges and grants at no cost to employers.

Employers should submit notices on a standard form available from the TESOL Central Office as announcements in other formats may be subject to editing for length.

The *Bulletin* is circulated to all subscribers to the Employment Information Service (\$7 per year for members in the U.S.A., Canada and Mexico and \$9.50 for members residing elsewhere; \$15 for non-members in the U.S.A., Canada and Mexico and \$17.50 for non-members residing elsewhere).

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TESOL NEWSLETTER

Vol. XXI No. 4

Teachers of English to Speakers of Other Languages

August 1987

Richard L. Calkins Takes Office as Full-Time TESOL Executive Director

On July 1, 1987, Richard L. Calkins took office as the first full-time executive director in TESOL's history. In assuming responsibilities as TESOL's chief appointed executive officer, Richard Calkins succeeds James E. Alatis, who served as part-time executive director of TESOL from its inception in 1966.

Richard Calkins comes to this newly established full-time position with an extensive background in two key areas: senior administrative experience in both international education and business management and a variety of teaching experiences in both secondary and college settings. He is highly qualified for the position and brings to TESOL an impressive set of credentials and recommendations. His educational background includes a Bachelor of Arts degree from Westmont College (Santa Barbara, California) with a major in European History, a Master of Arts in Political Science and International Relations from Whittier College (Whittier, California), an MAT in Social Science from California State University at Long Beach (California) and doctoral studies in Business Administration at the University of Houston (Texas).



Richard L. Calkins

(4) The ED must combine commitment and service to the membership of TESOL with professional leadership, doing so within the constitutional framework of a democratic association, and working closely with the officers and the EB, committee chairs, and other members of TESOL who may from time to time be entrusted with particular duties and responsibilities.

Detailed responsibilities include policy, finance, fund-raising, external relations, representation of TESOL at outside events, preparation of conventions and other events, interest sections, TESOL affiliates, committee structure, flow of information, publications, Central Office, maintaining archives, consultation with the executive director emeritus, and such other activities as may be delegated by the EB.

Joan Morley Interviews Richard Calkins

JM: You had an opportunity to attend four days of the TESOL '87 Convention in Miami Beach and to observe 'TESOL in action' during the most exciting high point of our organizational year. As you look back on this introduction to TESOL conventions, what were your general impressions?

RC: My first impression, in one word, was 'enthusiasm,' a high level of enthusiasm for everything going on and a sense of loyalty to TESOL that can only be described as contagious. And, as I spoke with conventioners,

members and friends of TESOL, I was made to feel completely at home by the warm welcome given me. I particularly appreciated the genuine way in which so many people participated in my orientation to the convention and to the organization, taking time out from their own busy schedules to explain convention activities and to discuss future directions for TESOL, their concerns, and their ideas.

JM: How did what you experienced at the convention influence you as you anticipated taking over the reins of central administration and management of TESOL's affairs?

RC: It made me all the more eager to begin and to get busy working for the good of a dynamic organization and a committed membership. It also set me thinking about what we might do to retain the spirit which the convention generates and how we might extend that spirit over longer periods of time, that is, between conventions.

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Executive Director Responsibilities

The TESOL Executive Director is a position of critical importance in our organization as we move into our third decade as a vibrant, creative, and influential force in the field. As the full-time executive director (ED), Calkins fulfills four basic functions:

(1) As the chief executive officer of TESOL the ED is responsible to the Executive Board (EB) for carrying out the implementation of TESOL policy and for making recommendations to the EB, as he thinks appropriate, in matters of policy and developments in the scope and activities of TESOL.

(2) The ED is responsible to the EB for the proper custody of the TESOL offices and their equipment, for the management of all financial affairs, for all aspects of administration, and for the employment and supervision of staff personnel.

(3) The ED ensures that the business of TESOL is carried forward through its committees, conventions, publications, field services, and other activities. He serves as secretary of B and of the Legislative Assembly.

TESOL NEWSLETTER

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The TESOL Newsletter (TN) is published six times a year, February through December. It is available only through membership in TESOL or its affiliates. See back page for membership information.

TN welcomes news items from affiliates, interest sections, and organizations as well as announcements, calls for papers, conference and workshop reports and general information of interest to TESOL members everywhere. A length of approximately 300 words is encouraged for those items except for conference announcements and calls for papers which should not exceed 150 words. Send two copies of these news items to the Editor.

Longer articles on issues and current concerns are also solicited, and articles on classroom practices at all learner levels and ages are especially encouraged. However, four copies of these are required as they are sent out for review by members of the Editorial Staff and Advisory Board before publication decisions are made. Longer articles are limited to 1200 words or five typed double space pages. In preparing the manuscript, authors are advised to follow the guidelines found in the TESOL Quarterly. (A copy of the guidelines may also be requested from the TN Editor.)

Authors who wish to contribute to special sections of the TN are advised to send two copies of their items directly to the editors in charge of those pages. Affiliate and Interest Section News: Mary Ann Christison, Snow College, Ephraim, Utah 84627; Book Reviews: Ronald Eckard, Western Kentucky University, Bowling Green, Kentucky 42101; International Exchange: Liz Hamp-Lyons, English Composition Board, University of Michigan, 1025 Angell Hall, Ann Arbor, Michigan 48109; It Works: Cathy Day, Eastern Michigan University, Ypsilanti, Michigan 48197; On Line: Richard Schreck, University of Maryland, University College, College Park, Maryland 20742; Miniscales: Howard Sage, 720 Greenwich Street (4-H), New York, NY 10014; Standard Bearer (employment issues): Carol Kreidler, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057.

Advertising rates and information are available from Aaron Berman, TESOL Development and Promotions. See address and telephone number above. For information on submitting job notices, see job openings page.

Deadlines for receiving copy:
December 15th for the February issue
February 20th for the April issue
April 20th for the June issue
June 20th for the August issue
August 20th for the October issue
October 20th for the December issue

Next Deadline: October 15th for the December TN

President's Note to the Members

My last note to you (in the June Newsletter) reviewed the resolution on language rights which was passed at the Miami Convention. In this column, I'd like to discuss another important resolution which we passed at that same Legislative Assembly: a resolution to grant credit toward university or college degrees to students who study English as a second/foreign language in English-speaking countries. With the passage of this resolution, TESOL took another important step in our continuing efforts to improve the professional status and recognition of our discipline.

This resolution is important both to our students and to us as a profession. It helps our students by demonstrating that the learning of English by speakers of other languages is as important academically as is the learning of other languages by English speakers. If the study of foreign languages merits academic credit, then such credit should be provided for the study of any language. For too long, English as a second language classes have been viewed as compensatory or preparatory in nature and thus not deserving of academic credit, even though the learning of another language is not considered "preparatory" for other students. The study of a second language is a traditional part of a liberal university education; whether the language is French, or Spanish, or Russian, or Chinese, or English, the cognitive and affective benefits to the individual are equivalent. Clearly these benefits are deserving of recognition through the granting of academic credit; all foreign languages should be awarded this credit to signify their academic importance.

By granting credit for English language study, we are also making a statement about the importance of our own profession. In too many institutions, especially in the United States, ESL teachers are a separate, and often unequal, part of the academic community, often working on a part-time or contract basis, without the academic status or the benefits which professional rank would merit, unlike our colleagues who teach other foreign languages.

The resolution was drafted by TESOL's Professional Standards Committee. Its impor-

tance was underscored by the fact that NYTESOL, the New York State affiliate, brought the resolution to the Affiliate Council meeting as did the ESL in Higher Education Interest Section to the Interest Section Council. The Professional Standards Committee worked for many years to develop a set of Core Standards for programs in our field, and established a mechanism, through the self-study process, by which institutions can evaluate how well they meet those standards. Members of this Committee work tirelessly in their efforts to provide guidance to the TESOL membership in matters of professional importance, such as this one of granting credit. Currently, the Committee is investigating employment standards in our field, with special attention to the part-time and non-contract nature of much of our work.

Our profession faces a number of other problems as well. In many places, the ESL/EFL teacher with 40 or 50 students in class has only limited access to texts or materials. In others, local teachers with extensive language teaching education and credentials find they must compete for jobs with native English speakers who have little or no specialized language teaching education.

There is clearly much to be done if we are to improve the employment conditions of our members throughout the world and concomitantly, the learning conditions for our students. This resolution, added to the considerable work already begun by the Professional Standards Committee and many TESOL affiliates and interest sections, is a good beginning.

As the theme of the "President's Note" is on professionalism, this is an opportune time to thank Alice Osman, Editor of the TESOL Newsletter for the professional editorial direction she has provided during the past five years. This is Alice's last issue of the TN. We are grateful to her and her staff for their efforts on our behalf.

Jodi Crandall
JOANN CRANDALL

Advertising Feature on Summer Programs Planned Again for February TN

Summer institutes, workshops or seminars of interest to teachers of English to speakers of other languages (ESOL) will again be the focus of a special advertising section in the February TESOL Newsletter. Institutions or organizations offering such summer programs in June, July and August 1988 are invited to participate in this feature. Summer conferences of interest to ESOL teachers will be included as well.

The feature has a two-fold purpose: 1) to aid institutions in publicizing their programs; and 2) to provide ESOL teachers with a unified listing of various professional enrichment opportunities around the world in order to facilitate their making plans for combined summer travel and study.

Persons desiring information about advertising specifications and the fee schedule should contact: Aaron Berman, TESOL Development and Promotions, P.O. Box 14396, San Francisco, California 94114, U.S.A. Telephone: (415) 697-5638. The deadline for reserving advertising space is December 15, 1987.

Conference Announcements Welcome

Organizations or institutions holding summer conferences are invited to send information about these events directly to the TESOL Newsletter editor so that these, too, may be included in the summer opportunities section in the February 1988 issue. There is no fee for conference listings.

R. L. Calkins

Continued from page 1

JM: Let's let that last answer lead into your sense of priorities. As you have talked with TESOL members, people in leadership positions, and the Central Office staff members and have reviewed TESOL's record of rapid growth and phenomenal development into a world leader in the field, what kinds of things seem to you to be priority items?

RC: Unquestionably, the immediate priority has been the one dictated by the separation of TESOL from the Georgetown University infrastructure and into independent status as an administrative unit, July 1, 1987. Our first concern here has been to put into place for TESOL's Central Office staff members, employee insurance and benefits plans, independent from Georgetown but which are qualitatively commensurate with them. And, additionally, the transition process has necessitated the creation of a new administrative and accounting structure. This includes a departmental reorganization of Central Office functions with clearly defined but broadly drawn departmental tasks which will both accommodate to current activities and allow for adjustments with future developments.

JM: We had an opportunity to give a farewell 'thank you' to Administrative Assistant Carol LeClair at TESOL '87, but the careful transitioning records which she prepared will continue to be extremely helpful as new Central Office staff members come aboard. What new names should members expect to see in their Central Office contacts in the near future?

RC: I echo your comments about Carol LeClair and add my personal sincere appreciation to her. I am greatly indebted to Carol for her orientation work with me and with our new director of administration, Chito Padilla. Chito is a highly qualified financial manager and he comes to TESOL with extensive experience in international educational associations, both in Washington, D.C. and elsewhere.

JM: Beyond the urgent need for administrative restructuring, what other areas do you see as priority concerns?

RC: High on my list is a review of membership services. I want to conduct an in-depth study of TESOL's membership services as soon as possible. TESOL's primary mission is to serve all of the different segments of the membership. I want to do a careful TESOL assessment: (a) one that looks at our members in each of the different levels of education, in each milieu, in each interest area; (b) one that relates to membership services in order to streamline delivery of those already in place and to add others as a needs analysis indicates. We need to have a detailed picture of the kinds of people who belong to TESOL and the patterns of membership loss and gain. Two specific areas I want to study are our Employment Clearinghouse and our various publications.

JM: Are those areas which were brought to your attention during the convention?

RC: Yes, although both were of concern to me early in my study of TESOL's functions and structures.

JM: What other concerns are high on your list?

RC: I'll comment briefly on three other priorities and report more on each at a later date. One obvious concern, and one on the minds of many members, is TESOL and its international role. By its very nature and its basic purpose,

"... an international organization whose purpose is to promote scholarship, disseminate information, and strengthen instruction and research in the teaching of English to speakers of other languages and dialects..." TESOL has intended from its beginning to play an international role. Now appears to be the time to assess current directions and to determine future ones in the area of international concerns. The EB has a sub-committee in place to study this area thoroughly, and I will assist them in whatever way I can.

JM: This will be a place where your seventeen years of administrative work and teaching in international educational institutions in Central Europe will be useful.

RC: Yes, and I might add that my administrative duties included annual travel to more than fifty countries on four continents as an advisor, consultant, and lecturer on aspects of international education, comparative curricula, degree requirements, admissions policies and procedures.

JM: Next priority?

RC: Socio-political issues. I was impressed with the Executive Board's thoughtful consideration of, and the organization's public resolution on, the 'English Only' issue in Miami. By taking a stand which addressed the issue from a basic human rights viewpoint, TESOL made an important international statement, even though the particular instance was a country-specific problem. It is an important priority on my list to help TESOL continue to take leadership in socio-political affairs.

JM: So far we've talked about Central Office restructuring, membership services, international concerns, and socio-political issues. Let's take one more priority.

RC: All right. Financial viability. This relates directly to my plan for an in-depth study of membership services. Satisfaction with membership services and their timely delivery keeps on members and attracts new members. In other words, I see it as an important 'fund-raising' item. In addition, I see TESOL moving into non-traditional fund-raising avenues, particularly as traditional means, such as private donors, don't apply to an association such as TESOL in the way they do to educational and charitable foundations.

JM: Let's end this interview on the 'light' side and find out some of the things you like to do in leisure time.

RC: Sports of all varieties: biking, a good 50-60 miles a day when time permits; skiing (I skied to work during the first two years I taught in Switzerland); and sailing—my favorite spot is the Aegean, particularly the Cyclades group of the Greek Islands. I collect literary travel books of the period between the World Wars. D.H. Lawrence, Evelyn Waugh, Robert Byron. In Washington I'm a local historian, a licensed Washington guide as well. I conduct tours and lecture on a variety of subjects which include political history, art and architecture of Washington, and specific periods of history such as Thomas Jefferson's Washington. And I love to travel. At one point in my career I logged 150,000 miles a year and loved it.

JM: Any final comment you'd like to make?

RC: Yes. I welcome letters, calls, and visits from TESOL members. Write me or call me at the Central Office. Come by the office if you're in Washington. Buttonhole me at conferences. Having caught TESOL's 'contagious enthusiasm' I want to expand on it.

JM: Thank you, Richard Calkins ... and welcome to TESOL.

Joan Morley
TESOL President,
1986-1987

New Staff at TESOL Central Office

TESOL is pleased to announce the appointment of three new staff members at TESOL Central Office in Washington, D.C.

Chito Padilla, formerly project business and logistics assistant at the Academy for Educational Development and program assistant at the Institute for International Education both in Washington, D.C., is TESOL's new director of administration. Padilla has had extensive experience in financial management and was educated in the Philippines, Japan, and the U.S., receiving an M.A. from the Fletcher School of Diplomacy of Tufts University.

Daniela Cuomo, a student at the School of Languages and Linguistics at Georgetown University, fills the position of receptionist. Cuomo has worked as legal secretary and office assistant in private firms and nonprofit organizations in Washington, D.C. and Chicago.

TESOL's new publication assistant, Juana Hopkins, will receive her Bachelor of Arts in international studies from the University of North Carolina at Chapel Hill in August 1987. Hopkins worked as the general manager at the Summer Institute of Linguistics (SIL) during Summer 1987.

Christopher Byrne has accepted the position of director of membership and placement services effective immediately. Byrne comes to the position with a good deal of experience at TESOL. Having worked in the membership and placement department throughout his undergraduate study at Georgetown University from 1983 to 1985, he has also worked as TESOL publications assistant, and, most recently, as convention coordinator.

Briefly Noted

U.S.I.A. Advisory Panel for English Teaching

Honorary life member [of Minnesota TESOL] Harold B. Allen, professor emeritus at the University of Minnesota, has been appointed by Charles Z. Wick, director of the United States Information Agency (U.S.I.A.), to form and chair the agency's newly chartered Advisory Panel for English Teaching. An earlier panel was discontinued in 1975. Allen had previously chaired the National Advisory Council on Teaching English as funded by the Rockefeller Foundation and served as an inter-agency liaison for the U.S.I.A., Department of Defense, Fulbright Commission, State Department, Peace Corps, and Trust Territory. The life of this group ended in 1976. Since then, the U.S.I.A. did not receive advisory input from the nongovernmental, professional ESL field. The newly formed panel is expected to provide that critical input.

Included in the ten-member panel are several former TESOL presidents. Besides Allen, they are Betty Wallace Robinett (University of Minnesota), David Harris (Georgetown University), and Russell Campbell (University of California at Los Angeles). James Alatis, retiring TESOL executive director, is also a panel member.

Editor's note: Other panel members are Mary Newton Bruder (University of Pittsburgh), Johanna Destefano (Ohio State University), Stephen Gales (University of Northern Iowa), Diane Larsen-Freeman (School of International Training), and Joy Reid (Colorado State University).

Reprinted from the Minnetesol Newsletter, Spring 1987.



TN Editorial Staff/Advisory Board, 1982-87

An Editor's Thanks and Farewell

The last issue. In retrospect it hardly seems that five years have passed at the editor's post—possibly because there simply hasn't been time to think about time. One has merely worked from one major or minor deadline to another.

Putting out six issues of the newsletter a year would have been virtually impossible without the help of a large group of people, chiefly TN's Editorial Staff/Advisory Board (ESAB) but others as well. I would like to take this opportunity to recognize and to highlight their contributions.

Judging from comments by TN's stalwart page editors, the deadlines seemed to come up at an even faster pace for them than they did for the editor—but persevere they did: Mary Ann Christison built up *Affiliate/Interest Section News* to a stage that the page begged to be divided into separate features; Cathy Day helped to internationalize *It Works* by regularly including an "it works" by an author from outside of the U.S.A. as well as from within; Ron Eckard encouraged and succeeded in getting numerous TESOLers to critique the most recent ESOL publications for *Reviews*; Liz Hamp-Lyons always managed to be first in with copy for each issue's International Exchange, proving that distance (Scotland) was no obstacle for a feature editor; Carol Kreidler encouraged dialog in *The Standard Bearer* and succeeded in making employment issues and professional standards come to life; Howard Sage, originally book review editor during Ron Eckard's Fulbright year in Turkey, went on to

badger colleagues from near and far to write "a miniscule" for *Miniscules* and thereby coined a new usage for the word whose form is deliberate; and Richard Schreck sought out users of the new technology in initiating *On Line* and helped us all to understand better the potentials of computer-assisted language learning. Thank you to each of you whose efforts formed a substantial core of each issue of the newsletter.

The following ESAB members read and conscientiously commented on the numerous manuscripts that were sent to them for review. Dick Allwright, Charley Blatchford, John Boyd, Mary Ann Boyd, Andrew Cohen, Doug Flahive, Sergio Gaitàn, Mary Hines, Jean McConochie, Judy Nine-Curt and Lise Winer.

Another group of ESAB members in New York City provided regular assistance with laying out TN's usual 32 pages, proofreading galleys, and "making the copy fit the space." Together we deliberated over the visual impact of each and every page. For the editor the making of each issue would certainly have been a less joyous experience without a combination of effort from Irene Dutra, Winnie Falcon, Linda Kunz, Bob Oprandy, and Howard Sage.

Special mention must also be made of each person who experienced "the agony and the ecstasy" of guest editing a TN supplement or thematic issues: Ann Raimes (*Writing and Composition*); Irene Dutra (*CALL. Computer-Assisted Language Learning*); Lise Winer

Continued on page 8

CONFERENCE ANNOUNCEMENTS AND CALLS FOR PAPERS

TRI-TESOL II: NORTHWEST REGIONAL CONFERENCE

The TESOL affiliates of B.C. TEAL (British Columbia), ORTESOL (Oregon) and WAESOL (Washington State) announce the second Northwest Regional Conference, TRI-TESOL II, on October 8-10, 1987. This conference, which draws presenters and participants from the western United States and western Canada, is held biannually and has an attendance of over 1,000. The convention program includes plenary sessions by Richard Allwright (University of Lancaster), Mark Clarke (University of Colorado-Denver), Robert Pavlik (Cardinal Stritch College), and Sandra Silberstein (University of Washington) in addition to symposia, papers and workshops by TESOL teachers and colleagues in related disciplines. For more information, contact Elisabeth Mitchell, Conference Chair, P.O. Box 85038, Seattle, Washington 98195. Telephone: (206) 682-5718. In Canada, please contact Moira MacLeod at (604) 980-3828 or Tony Souza (604) 980-5805.

SLRF'S CALL FOR PAPERS

The University of Hawaii will host the eighth Second Language Research Forum (SLRF) from March 3-6, 1988. Plenary speakers will be Susan Gass (Michigan State University), Eric Kellerman (University of Nijmegen), Barry McLaughlin (University of California, Santa Cruz), and Richard Schmidt (University of Hawaii). We are soliciting data-based studies in SLA, including (but not limited to): Bilingualism, SL Classroom Processes, Discourse Analy-

sis, Ethnography of SLA, Interlanguage, Language Universals, and Transfer. Presentations will be limited to 45 minutes, including 15 minutes for questions. Send (a) 3 copies of a 250-word abstract (name on one copy), (b) 1 copy of a 100-word summary, and (c) a 3" x 5" card with name, address, paper title, your current professional status and area of research to: Graham Crookes, Program Chair, SLRF '88, Department of ESL, University of Hawaii at Manoa, 1890 East-West Road, Honolulu, HI 96822, U.S.A. Abstracts must be received by October 30, 1987.

PUERTO RICO TESOL ANNUAL CONVENTION

Greetings from Puerto Rico TESOL! Puerto Rico takes great pleasure in hosting its 14th Annual Convention and the 3rd Caribbean Regional Conference which will be held November 6-7, 1987 at the Convention Center in San Juan, Puerto Rico.

The theme for this convention is **Working Together: The '87 Goal**. We hope to provide you with outstanding academic sessions and a variety of social and cultural events which will linger in your minds forever.

Come join us in sunny Puerto Rico. Shop in Old San Juan. Spend an afternoon at the beach or in the rain forest with us. At night, dance to the rhythm of Caribbean music and fall asleep to the sounds of our exotic coqui.

For more information, write to: Puerto Rico TESOL, Convention Chairperson, Box 22795 U.P.R. Station, Rio Piedras, Puerto Rico 00931, U.S.A.

JALT '87 CONFERENCE IN TOKYO, JAPAN

The Japan Association of Language Teachers (JALT) will be held November 21-23, 1987 at Waseda University, Tokyo. Some 1500 participants are expected to attend over 250 scheduled sessions and plenaries. For more information, contact: JALT c/o Kyoto English Center, Sumitomo Seimei Building 8F, Shijo Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600, Japan. Telephone: 81-75-221-2376.

1988 IATEFL-TESOL SCOTLAND CONFERENCE TO BE IN EDINBURGH

The 22nd annual conference of IATEFL (International Association of Teachers of English as a Foreign Language) will be held jointly with TESOL Scotland from April 11 to 14, 1988 in Edinburgh, Scotland.

Prospective contributors to the conference, who must be members of IATEFL, SATESL, or SATEFL, are invited to offer presentations by completing a speakers' proposal form. Proposals may include talks, workshops, resource demonstrations, creative activities, debates, poster presentations, formal lectures, or any other activities of relevance and interest. The deadline for proposals is Nov. 26, 1987.

To receive a speakers' proposal form, registration or membership information, write to the IATEFL Office, 3 Kingsdown Chambers, Kingsdown Park, Tankerton, Whitstable, Kent England CT5 2DJ.

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TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

AN INTERNATIONAL PROFESSIONAL ORGANIZATION FOR THOSE CONCERNED WITH THE TEACHING OF ENGLISH AS A SECOND OR FOREIGN LANGUAGE, OF STANDARD ENGLISH AS A SECOND DIALECT, AND BILINGUAL EDUCATION, AND WITH RESEARCH INTO LANGUAGE ACQUISITION, LANGUAGE THEORY, AND LANGUAGE TEACHING PEDAGOGY,

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FORT COLLINS, COLORADO
PROGRAM CHAIR

MARJI KNOWLES
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THE CONVENTION PROGRAM
WILL INCLUDE PLENARY
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INTERNATIONALLY-KNOWN
SPEAKERS, PAPERS,
WORKSHOPS, AND
COLLOQUIA BY TESOL
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AND SOCIAL EVENTS.



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NON-TESOL MEMBERS MAY
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From the Page Editor

This is the last issue of *TESOL Newsletter* under Alice Osman's editorship, and the last International Exchange column under mine. I have been proud to be associated with Alice, a fine colleague and warm friend, and am very grateful to her for her tremendous support of this column. At the time of writing I do not know whether the International Exchange will continue under the new *Newsletter* editor, Jean Zukowski/Faust: in any event I encourage all committed internationalists among the *Newsletter* readership to submit articles, reports, reviews, comments, etc. with an international focus to Jean.

In his recent article in *TESOL Quarterly* (21,1), Jim Alatis talks of the great challenges facing TESOL in the immediate future: he sees one of these challenges as "the issue of internationalism" (p. 17). He briefly describes some of the political and financial problems associated with internationalism in the TESOL organization, and suggests, "Perhaps the time is not far off when TESOL members will be called upon to decide how 'international' they want the organization to be. The political decision on the future of TESOL as an international organization, which also has

serious financial implications, cannot be postponed much longer" (p. 19). The findings of the International Concerns Sub-Committee of the Executive Board, formed last year as a result of the final report of the ad hoc Committee on the International Concerns of TESOL, have not yet been made known, but it may prove to be the case that they recommend that membership vote on whether TESOL should retain the "international" in the sub-title of its name, and the kind of commitment that implies, or shed that commitment and the claim made by the sub-title. Alatis feels that "This is a question about which members of TESOL should make their thoughts known." I agree with him. However, unlike him I cannot be dispassionate. It is no secret that I am fully committed to the vision of TESOL as an organization for all TESOL professionals everywhere, a TESOL which is prepared to face and shoulder the burdens which, as Alatis makes clear, would go along with a truly international TESOL. For like him I believe that "It is teachers at all levels and in all parts of the world that TESOL was always intended to serve."

Liz Hamp-Lyons

English Language Teaching in China

by Jasper Utley
The British Council

With a country the size of a continent, containing a quarter of the world's population, any assertions about anything in China, let alone English language teaching, are difficult or impossible. Accordingly, in this article I restrict myself to talking about recent trends in English language teaching in China and to the role of the British Council.

Trends in ELT

People in China have been learning English for about a hundred years with two main breaks. The first was after 1949 when Russian was favoured for a short while, and the second during the Cultural Revolution when no foreign language was encouraged. Since 1975, however, there has been almost exponential growth in the numbers of English language learners: it is now estimated that at any one time about 50 to 60 million people are engaged in learning the language in middle schools, universities (over 1000), and in night schools and via distance learning.

The reason for this is simple: China has chosen to pursue "The Four Modernisations"—of agriculture, industry, national defence and science and technology. And, whatever the area of modernisation, it has been decided that the nation's education should be oriented to science and technology, to the outside world and to the future. The decision of the CPC Central Committee, May 1985, on the reform of China's education structure, was that "We should increase our exchange with foreign countries through all possible channels and build our education on the basis of the achievements of contemporary world civilisation." This decision inevitably involves the teaching of English. There is a direct link

between modernisation and the surge of interest in learning English.

In ELT terms, an increase in the numbers of learners of English is not the only, nor even the most important, result of the Nation's commitment to modernisation. The emphasis on science and technology has led to changes in student motivation, teaching syllabuses and materials, and less obviously in teacher training and examinations. One rapid change has been in the attention given to different kinds of learners of English. English departments in institutions of higher education usually have two main sections: one for English majors and one for general English. The second is oriented towards English for students studying major subjects other than English and in them students have no desire or time to learn the formerly-prestige subjects like literature or theoretical linguistics. Further, China's modernisation programme has meant that the best and brightest students tend to study science and technology or related fields rather than the humanities. These students find the traditional materials dull, language drills next to useless, and the teacher-centred classroom contrary to their spirit of scientific enquiry. They wish to acquire English as a tool to assist them to obtain more knowledge in their chosen field and to help them study overseas and quickly.

The needs of these students are now being given top priority through new syllabuses and textbooks, which in turn will undoubtedly result in the reform of ELT as a whole in China. The new methods, techniques and materials will have an influence on traditional English departments and ultimately on the middle schools. The change will not be smooth nor regular, but it will happen. To assist with these

changes the British Council is co-operating with the Chinese authorities on a joint funded programme in ELT.

The Role of the British Council

The present programme of British Council co-operation with China in ELT is through a scheme funded by the ODA (Overseas Development Administration, a government body). It has three parts aimed at reinforcing the trends outlined above.

First, there are 30 British teachers teaching in China under the British Council-administered scheme. These teachers usually work in teams of two or three, each in projects with specific aims and built-in counterpart training. Under the latter, two or three Chinese lecturers from the institution where the project is based will each year go to Britain for ELT teacher training, usually on an M.A. programme at a British university. At the end of three or four years, between six and nine counterparts will have been trained and will have returned to China to replace the British lecturers whose posts will have been assigned to new projects agreed with the Chinese State Education Commission. There is thus a rolling programme of projects, each of which has clear objectives and a definite time-span. Present projects include six involving advanced teacher training courses, two involving teacher training for middle schools and one involving direct teaching of Chinese postgraduates preparing to go to Britain to study for Ph.D.s in science and technology, as well as syllabus design, distance learning, and textbook writing projects.

Second, each year three or four teams of lecturers come to China to run short intensive courses of 12 weeks. The courses are held in those provinces which hitherto have received less attention from native speakers of English, and concentrate on direct teaching or, where possible, teacher training. The direct teaching courses are usually for those postgraduates who are intending to study abroad in the fields of science and technology. The effects on the whole are most encouraging: young teachers are exposed to a range of new ideas that they try out in their own colleges and adopt or adapt according to their own teaching conditions. In effect, the short courses "cast bread upon the waters." Results, by definition, will not be wholly visible in the short run but in the long run it is hoped that the seeds of change will have been sown.

Third, each year five or six ELT specialists from British universities come to China for about four weeks to reinforce the work done by the above-mentioned projects. An advanced teacher training course may, for example, be visited by a specialist in communicative testing or by an expert in English for Specific Purposes. Course participants are thus given the opportunity to explore in depth topics raised during their regular programme. Furthermore, Chinese institutions are given the opportunity to exchange ideas with and make professional contacts in British universities.

Conclusion

This short account has attempted a brief outline of what is seen as a major trend in ELT in China—that development and progress will stem from work in English for science and technology and service English rather than from regular courses for English majors—and to show how British Council/ODA involvement in China is working with this trend in the areas of teacher training, materials development, syllabus design and distance learning.

INTEREST SECTION NEWS

Edited by Mary Ann Clark, Hunter College

A Reminder about Interest Section Membership(s)

An individual membership in TESOL includes membership in up to three of the sixteen interest sections in TESOL. Primary interest section (IS) membership entitles members to periodic newsletters, announcements and voting privileges in that IS, while secondary IS members receive only the newsletters and announcements during their membership year. (The number and frequency of IS publications vary among the ISs from year to year.)

Membership in TESOL is on a 12-month flexible basis—individuals may join TESOL at any time during the calendar year. It is possible to change primary and secondary IS memberships anytime during the 12-month membership year. If you are not receiving IS newsletters, you may not have noted IS preferences when joining TESOL. In either case, contact Christopher Byrne, director of membership, TESOL, 1118 22nd Street N.W., #205, Washington, D.C. 20037, U.S.A. When doing so, please include your membership identification number which appears in the upper left hand corner of all mailing labels as well as on your membership identification card.

Annual TESOL membership air surcharges do not include air delivery of IS newsletters.

In order to continue receiving IS publications throughout the year, do not let your membership expire. Renewing a membership a month or two after it expires will reactivate the membership, but only for forthcoming publications and mailings. Back issues and mailings are not included in a reactivated TESOL membership.

New IS Proposed at TESOL '87

Video-IS Forming

On Friday, April 24, 1987, approximately 30 TESOL members met in Miami Beach to discuss the formation of a video interest section in TESOL. Enthusiasm was high, and it was noted that more than twenty presentations at TESOL '87 had as their primary focus the use of video in ESOL classrooms. In response to this show of interest, a prospective video interest section is being organized to bring users and producers of video together to share their experience and expertise, and to encourage the best use of existing video resources.

As a follow-up to the meeting in Miami Beach, volunteers for a steering committee met in New York City on May 12, 1987. Plans were outlined for a video colloquium to be presented at TESOL '88 in Chicago, the publication of a video newsletter, and the circulation of a petition to have the proposed video interest section formally recognized by TESOL.

TESOL procedures for becoming an interest section require a group to show evidence of professional interest and to obtain a minimum of 50 signatures of TESOL members who are willing to declare the prospective interest section as their primary interest section. This fall, copies of the petition will be mailed to interested colleagues in Canada, England, Japan, and the United States.

For further information, please contact: Susan Stempleski, Hunter College IELI, Room 1025 East, 695 Park Avenue, New York, NY 10021, U.S.A. Telephone: (212) 772-4290.

by Susan Stempleski
Hunter College, CUNY

Now It's Official

TEDS-IS

It's official! TEDS (Teaching English to Deaf Students) is now an interest section of TESOL. Unanimous approval by the Interest Section Council was followed by Executive Board approval at TESOL '87 in Miami Beach. Approval of TEDS-IS comes after three years of participation in annual conventions. At these conventions, papers have been presented on such topics as the collaboration of deaf education and ESL professionals in an urban community college, evaluation of a bilingual (ASL/English) curriculum, and the use of captioned films in teaching English vocabulary.

The establishment of TEDS-IS will bring TESOL to the attention of deaf educators who have not previously seen any connection between this organization and their own professional concerns. In addition, it should also prove a valuable resource of information for ESL professionals who find themselves teaching hearing-impaired students and lack background in the field of deaf education. We hope to expand the membership base to include teachers from all levels, both in specialized programs for the hearing-impaired and mainstream programs within the public school systems. It seems we have already expanded the TESOL membership base. Of the 66 individuals who signed our petition, 51 were not TESOL members in 1985, when broad TEDS participation in annual conventions began.

ESL and TED educators share many common concerns and questions, regardless of the level on which they teach. The establishment of this special interest section will allow us to attempt to identify and address some of these common issues at the upcoming TESOL '88 in Chicago and thereafter.

John Albertini, chair
Margaret Walworth, associate chair

Election Results from HEIS

HEIS Congratulations to the newly elected members of the ESL in Higher Education Steering Board. Robert Oprandy (Teachers College, Columbia University) moves from last year's associate chair to this year's HEIS chair. Newly elected officers are: associate chair Robert Bray (Old Dominion University); assistant chair Barbara Kroll (UCLA); secretary Cheryl Roberts (University of Northern Iowa); Steering Board member Terry Santos (California State University); HEIS Nominating Committee Ravi Sheorey (Oklahoma State University); TESOL Nominating Committee nominee Sergio Gaitán (Teachers College, Columbia University); TESOL Executive Committee nominee Patrick S. J. Ruffin (Drexel University). As former HEIS chair, Nancy Strickland becomes chair of the HEIS 1987 Nominating Committee.

Interest Section Membership of TESOL Members

The following table shows a breakdown of TESOL membership according to Interest Sections (primary members only). Not all TESOL members designate membership in an Interest Section; therefore, the total for Interest Section membership falls short of the total TESOL membership: 10,944 in 1985, and 11,037 in 1986. The figures are taken from the "Report of the Executive Director of TESOL at the 33rd Meeting of the Executive Board, April 20-26, 1987."

Interest Section*	1985	1986	differential
Applied Linguistics	653	567	(-) 86
Computer Assisted Language Learning	300	258	(-) 42
English for Foreign Students in English-Speaking Countries	533	537	(+) 4
ESL in Adult Education	1,005	915	(-) 90
ESL in Bilingual Education	267	271	(+) 4
ESL in Higher Education	1,662	1,529	(-) 33
ESL in Secondary Schools	668	649	(-) 19
ESOL in Elementary Education	619	662	(+) 43
Materials Writers	—	185	
Program Administration	168	194	(+) 26
Refugee Concerns	203	181	(-) 22
Research	190	253	(+) 63
Standard English as a Second Dialect	74	71	(-) 3
Teacher Education	310	275	(-) 35
Teaching English Internationally	1,827	1,888	(+) 59
Total number of members indicating a choice of Interest Section:	8,479	8,435	

* Teaching English to Deaf Students does not appear in the table as it was approved as an Interest Section during TESOL '87. Its initial membership is 66.

Coming in October
1987-88 Directory of
Interest Section Officers

Editor's Thanks . . .

Continued from page 4

(*Branching Out*); Bob Oprandy (reading thematic issue); and John Haskell (21st Anniversary Issue). Yes, there was also an international thematic issue, which was done corporately.

Another special-mention category was the TN Study Group consisting of Dick Allwright, Jodi Crandall, John Haskell, Jean McConochie and Julia Frank-McNeil. In particular, without the unrelenting and persistent work of the chair, Jean McConochie, to coordinate the efforts of the committee there would be no hope for a less onerous job for future TN editors.

I had the privilege of serving under six TESOL presidents—although, technically speaking, I was but appointed under the first of these: John Fanselow, Darlene Larson, John Haskell, Charley Blatchford, Jean Handscombe, Joan Morley and Jodi Crandall. They gave generously of their wise counsel in many of my TN concerns. Each of the presidents in office also took time from their already demanding TESOL schedules to write for TN's presidential column, *A Note from the President*.

The TESOL Central Office staff members also responded to various requests with a full measure of professional concern and personal warmth that made my task easier. I am grateful to each of them: Susan Bayley, Aaron Berman, Chris Byrne, Edmund La Claire, Carol Le-Clair, and Julia Frank-McNeil, and also to former Executive Director Jim Alatis. He was usually the first to hear and support my major plans for the TN: classroom oriented supplements, thematic issues, special inserts,—to mention just a few.

Special thanks, too, to Larry "Lars" La-Bounty, TN production manager at Pantagraph Printing (in Illinois), whose expertise we relied on heavily. His voice-with-a-smile materialized into a body at each TESOL convention at which he took a major portion of the photographs used in the TN and, in addition, at several editors' workshops spoke on the topic, "How to talk to your printer." Thanks for all of the extras, Lars.

Also, I wish to express my warmest thanks to family members and friends to whom I was not as available as I would have liked; their understanding and forbearance has been deeply appreciated.

A note of thanks also to a few herein unnamed house guests, to Roger Falcon (a neighbor), and to live-in-nephew-while-in-law-school Steven Osman—all of whom willingly helped with a number of activities ranging from proofreading and mailings to xeroxing and patiently writing down last minute job notices dictated over the phone—some from as far away (from NYC) as Saudi Arabia.

Finally, it would have been totally impossible for the editor to consider taking on the five-year commitment to the TN had it not been for support from my institution: special thanks to Judith McCaughey, dean of the Division of Adult and Continuing Education at LaGuardia Community College, and to Joseph Shenker, president.

And to TN's readers and contributors alike: thank you. It has been a privilege to serve you, and your feedback in the way of notes, letters, phone calls and elevator conversations at TESOL conventions has helped us understand your hopes and aspirations for TESOL's most widely read publication.

Thank you to all—and farewell.

Alice H. Osman

MORE CONFERENCES

Continued from page 5

U. OF MICHIGAN CONFERENCE ON APPLIED LINGUISTICS

The 11th University of Michigan Conference on Applied Linguistics will take place October 9-11. The conference theme is *Variation in Second Language Acquisition* and organizing the events are Susan Gass, Carolyn Madden, Dennis Preston and Larry Selinker, conference co-chairs. For more information contact: English Language Institute, The University of Michigan, Ann Arbor, Michigan 48109 U.S.A.

INVITATION TO SUBMIT PROPOSALS FOR TESOL SUMMER INSTITUTES

The TESOL Executive Board is inviting institutions to submit proposals to conduct Summer Institutes on their campuses. Applications should be submitted 2-2½ years in advance. For information and *Guidelines for Summer Institute Proposals*, write to: Richard L. Calkins, Executive Director TESOL, Suite 205, 1118 22nd Street N.W., Washington, D.C. 20037, U.S.A.



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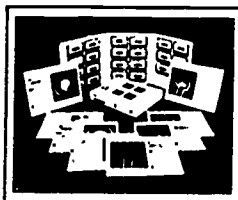
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REVIEWS

Edited by Ronald D. Eckard, Western Kentucky University

Language Teaching Methods: Two Recent Texts

Approaches and Methods in Language Teaching: A Description and Analysis by Jack C. Richards and Theodore S. Rodgers. 1986. Cambridge University Press, 32 East 57th Street, New York, NY 10022 U.S.A. (171 pp., \$8.95).

Techniques and Principles in Language Teaching. Diane Larsen-Freeman. 1986. Oxford University Press, 200 Madison Avenue, New York, NY 10016 U.S.A. (142 pp., \$5.95).

Reviewed by Judy Shafarman
University of Texas—Austin

So many new language teaching methods have been introduced in the past two decades that the time is right for someone to give us a systematic explanation of each one. Here are two such attempts. In each book the treatment of the various methods is systematic and cohesive; thus teaching methods may easily be made subjects of comparison and discussion. Therefore, for preservice training, teacher educators may wish to select one of these brief texts for instructional purposes.

Both books devote a full chapter to the Audiolingual Method, the Silent Way, Suggestopedia, Community Language Learning, Total Physical Response, and the Communicative Approach. Larsen-Freeman also includes complete chapters on the Grammar-Translation method and the Direct Method. Richards and Rodgers discuss these methods in their chapters on "The Oral Approach and Situational Language Teaching" and "A Brief History of Language Teaching." Richards and Rodgers also include a chapter on the Natural Approach. Thus, the Richards and Rodgers text might be considered more comprehensive than Larsen-Freeman's work.

More significant in comparing the two books, is the manner in which the authors discuss their subject matter. To begin with, necessary terms for discussing each method are presented and defined differently. Larsen-Freeman writes a few prefatory paragraphs and notes that "a method comprises both 'principles' and 'techniques.'" For Richards and Rodgers defining terms is almost as important as discussing methods; they have a whole chapter on "The nature of approaches and methods in language teaching." (This chapter is based on the authors' 1982 article, "Method: approach, design, procedure" in *TESOL Quarterly* 16(2): 153-68.) In their model, a method is broken down into approach, design, and procedure. Essentially Larsen-Freeman's "principle" encompasses Richards and Rodgers' "approach" and "design." "Technique" and "procedure" are both defined as classroom activities and practices.

Richards and Rodgers use their terms as the framework for each of their subsequent chapters. They look first at the background of the method; then, at the approach (theoretical rationales), design (objectives) and procedures relevant to the particular method. Discussion is more detailed about history and theory, while only about two pages are given to description of classroom procedures, for any one method. It is clear that the authors' intention is not to train teachers to use one method, but to familiarize teachers or teacher trainees with many methods.

Similarly, Larsen-Freeman doesn't aim to convert the readers to believers in any one method. However, her principal consideration is with the application of methods rather than their theoretical bases. After reading a short

introduction to a method, the reader is given an "experience" in an idealized classroom. The experience is then reviewed considering the principles and techniques that have actually been "observed." The reader may then generalize these principles to other classes at other levels; a few concluding paragraphs ask about the implications of the method for the reader's purposes. Each chapter ends with activities for checking the reader's understanding of the method and for actually applying some of the principles or techniques of the method. These exercises provide ideas not only for discussion in a methods class but also for experimentation by practicing teachers.

Larsen-Freeman's style of presenting the material is easy to read and speaks directly to "you." Her chapters include drawings of the hypothetical classes and give the reader an impression that this small volume isn't to be taken too seriously as a scholarly work. Each method is presented non-judgmentally, leaving readers the responsibility for making choices about methods and techniques that will be successful in their ESOL classes.

Richards and Rodgers address their material more theoretically than Larsen-Freeman does,

leaving the reader with fewer directly applicable ideas. Their writing is formal and avoids first and second person pronouns. They, too, attempt to be non-evaluative in their presentation. However, a reader may note that the section on communicative language teaching is significantly longer than the other chapters and concludes with a bibliography of fifty-seven items. The section on suggestopedia, by contrast, contains a bibliography of ten items including "a scathing review" from which the authors quote repeatedly in their chapter conclusion.

The authors of both of these books aim to inform about varying methods of language teaching. Richards and Rodgers' work is particularly helpful in providing a background and bibliography for each method. Larsen-Freeman's book doesn't list many references or provide a focal point for the researcher, but it does make available a whole range of language teaching practices and ideas for the teacher.

Thus, neither one of these books is absolutely complete, while both provide a clear presentation of language teaching methods in use today. A teacher trainer may end up choosing between these two books. In this case, a further note should be made that neither book can be the sole reading material in a university-level methods course. All perusers of the two books will note that *Approaches and Methods* leans toward the theoretical, and *Techniques and Principles* leans toward the applied aspects of language teaching.

About the reviewer: Judy Shafarman is a graduate student of applied linguistics at the University of Texas at Austin. Formerly she was an EFL teacher trainer in Togo.

Headlines: A Tasty Pill to Swallow

Headlines: An Advanced Text for Reading, Speaking, and Listening by Priscilla Karant. 1985. Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632. (224 pp., \$10.95; cassette, \$9.95)

Reviewed by Jacqueline Smith
Teachers' College, Columbia University

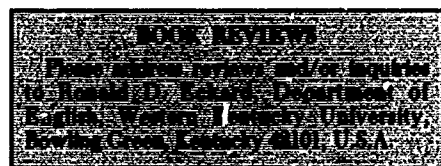
Headlines is just the formula for advanced ESL students still not at home in reading, speaking, and listening. It provides practice in all of these areas, builds vocabulary, and addresses some of the tricky idiosyncracies of our language that lead to errors. Yet it is an easy pill to swallow. All of the exercises in each chapter are related to newspaper articles that are sometimes humorous, sometimes controversial, and always interesting. Sugar-coated in relevant issues, the related exercises should go down easily.

The various topics are carefully selected to appeal to the ESL student. The first article, "Chinese Accountants Find that America Is Hard to Figure," is a splendid introduction to the course. Its humor helps students relax and get to know one another, and their own problems in adjusting to American life can be discussed. Other articles discuss aspects of other cultures, such as "wild" driving habits in

Egypt, fast food in Singapore, and learning English in Japan. All of these subjects—food, driving, and learning English—are easily accessible to the students. They can lead to comparisons with life in the U.S. or with the various language cultures represented in the ESL class, making students' engagement with the material even more immediate. Some of the more controversial issues brought up in the articles include racial discrimination in the courtroom, book-banning, and smokers' vs. non-smokers' rights. These real and relevant issues will no doubt spark lively debate and encourage personal expression.

Headlines builds vocabulary with an emphasis on weaning advanced ESL students from their dictionaries and making vocabulary words their own. The vocabulary-in-context exercises force students to guess at meanings of words and phrases and concentrate on reading for the gist rather than for individual words. The fill-in-the-blank exercises put the vocabulary words in new contexts or require selection of the correct word form, thereby subtly combining grammar with vocabulary. Other exercises ask students to follow examples in using the new words to construct their own

Continued on next page



Headlines

Continued from page 9

sentences. In this way, students make the vocabulary their own. The last vocabulary exercise is aimed at correcting the usage errors that English language learners commonly make. Students choose between the correct alternative and the commonly misused word or phrase. The exercise fine-tunes the students' use of English vocabulary.

The need for practice in listening and speaking naturally is met in part by the telephone exercises. Even advanced ESL students often experience difficulty on the telephone. A helpful guide to telephone phrases ranging from informal to formal is provided at the beginning of the text, and various telephone exercises are recommended throughout. What more natural, more useful context is there than the telephone? And what better way to get students acquainted, take the language out of the classroom, and encourage natural speech?

Other exercises also particularly encourage speaking. The one-minute speech, based on the topic(s) raised in the article is intended to build confidence in speaking in front of a group, develop the ability to think on one's feet, and

focus on grammar and pronunciation. The role-play exercises provide practice in appropriate speech in appropriate situations. The debate exercise adds personal meaning as students express their own opinions and beliefs. And interviews take the topics into a more personal context. Since each type of exercise is suggested for each topic, the teacher and students can tailor the activities to their needs. For example, if it is likely that students will engage in some public speaking, they can do the one-minute speech. Or, if students wish to interact more on a personal level, they can interview one another.

The supplementary 30-minute tape practices listening comprehension of newscasts related to the topic(s) of the articles and furnishes similar exercises (e.g., vocabulary in context, fill-in-the-blanks) which focus on meaning in another mode of communication.

Headlines gives a good dose of interesting relevant exercises and subjects. ESL students who use it will begin to cure themselves of bad habits and anxieties about reading, speaking, and listening.

About the reviewer: Jacqueline Smith is a TESL graduate student at Teachers' College, Columbia University in New York City.

MINISCULES

Edited by Howard Sage, New York University

In the Autumn Wind by Dorothy Stroup. 1987. Scribners, 597 Fifth Avenue, New York, NY 10017. 437 pp. \$19.95.

Ms. Stroup, once a long-time resident of Japan, in *In the Autumn Wind* writes a believable and touching account both of Japanese life in general and conceivably of Japanese life in Hiroshima from 1945 through the present. It is her tribute to the tragedy at Hiroshima and her attempt to make the bombing of Hiroshima bearable. Although horror exists in these pages, the book does much more than recount a cruel and grotesque event. It is, rather, the story of how one family overcomes tragedy, managing to re-establish themselves in spite of great odds against them and the enormous losses they have had to endure. After the bombing of Hiroshima, Chiyo—a mother who has lost her son in the attack and a wife awaiting news of her husband in Siberia—begins a prosperous dollmaking business. As she rebuilds her life, she discovers strength and love, especially the love of a man towards a woman. As she bravely struggles to play her part in the rebirth of her destroyed city, Hiroshima, she is more than a survivor; she is an overcomer.

Mary Yopez
New York University

Through a Rain Spattered Window: Essays on Korea by Brother Michael J. Daniels. 1973. Society of Jesus, Taewon Publishing Company, Royal Asiatic Society, C.P. O. Box 255, Seoul, Korea. VI + 87 pp., \$3.00.

An excellent book for those working with Asian students, those planning to teach Asian students, and those desiring a profound understanding of the subtleties and complexities of Asian cultures, especially Korean culture, *Through a Rain Spattered Window* is a collection of essays which offers the reader a unique, inside view of the realities of Korean living. In the essays, Brother Michael Daniels

describes some of the many discoveries which have drawn him to his beloved, adopted country. Connecting his experience of the present and his knowledge of the past, Brother Daniels explores the origins and causes of contemporary Korean behavior. His book explains the fundamental aspects of Korean culture, the family, the language, the time and the weather, the superstitions, the customs, and the Confucian tradition which are absolutely essential to understand the Korean people and their culture.

Since Korea's people, customs, and traditions are vastly different from those in the West, to view them with western eyes is to look at them through a rain spattered window. No matter how one strains to see clearly, the most s/he can hope for is a distorted picture. If one is to approach the truth about Korea, s/he must, first, forget standards of judgment learned in the west and, second, be willing to accept the validity of standards discovered in Korea. Consequently, a complaint that one frequently hears from Koreans is that foreigners fail to understand them because they do not make an effort, in other words, they merely "lick the watermelon," as the common proverb describes it.

Extraordinarily readable, insightful, and instructive, Brother Michael Daniels' book provides invaluable information for both scholars and non-specialists and is certainly a valuable addition to the book collections of all ESOL professionals.

George B. Patterson
Pagoda Language Institute
Seoul, Korea

MINISCULES

We invite you to send your miniscules (mini-reviews) of 100 words or less to: Howard Sage, Editor, *Miniscules*, 750 Greenwich Street, Apt. 4B, New York, NY 10014 U.S.A. Please include all bibliographical and price information.

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THE STANDARD BEARER

Edited by Carol J. Kessler, Georgetown University

There are as many kinds of self-studies as there are programs wishing to undergo them. Self-studies may be general in nature studying several aspects of the program, or they may be focussed studying one or two aspects in depth. The second or focussed self-study is described here.

The first self-study report of an M.A. program in TESOL was submitted by Teachers College, Columbia University. The following suggestions from that self-study team are presented here to assist readers who may be contemplating undertaking a self-study. C.J.K.

Suggestions and Reflections for a Self-Study of a Teacher Training Program in TESOL

by Kathy Akiyama, Mervat El-Dib, John Fanselow, and Fatima Nouiouat
Teachers College, Columbia University

In the 1985-86 academic year the TESOL program along with seven other programs at Teachers College participated in a Middle States Accreditation self-study project. The project was concerned with the relationship between eight of its degree programs and the opportunities these programs provided for continuing education.

In addition to its participation with the other programs at Teachers College, the TESOL program initiated its own self-study to contact its graduates and find out more about their lives after graduation hoping to discover ways to make the current program more congruent with their actual needs.

The process of conducting a self-study may be unfamiliar to many. Moreover, the TESOL self-study guidelines are suggestive in nature. They do not describe the actual process, assuming that each program will develop its own procedures to meet its own goals. The team that was involved in the self-study of the M.A. program at Teachers College believes that the eight steps discussed below may assist other teams in making sound choices during the process of their self-study. Each step contains general suggestions followed by examples from our experience to complement and clarify the suggestions.

Step One: Form the Team

The team that conducted the Teachers College study was composed of four members who were intimately involved in the TESOL program: a professor and three M.A. graduate students. It was felt that this composition would offer an advantage to the project because not only were group members familiar with the inner workings of the program, but they also shared a common working style. The team members made decisions and solved problems collectively as the self-study evolved and were assigned different responsibilities at various times as determined by group consensus. For example, one member was responsible for obtaining names and addresses of the subjects from college administrators as well as dealing with other aspects of bureaucracy; others were responsible for constructing questionnaires. For the most part, however, the study was conducted collectively.

After our self-study was concluded and as a continuation of the self-study process, a visitor sponsored by the Middle States Association visited the program and interviewed both the research team and a number of M.A. students still in the program. Having consultants visit the program is an alternative that you might consider for your self-study. The role of the consultant, however, has to be well-defined;

the consultant will need to spend time with students and faculty, attend classes and seminars and become familiar with the structure and nature of the program.

Step Two: Define Your Purpose

TESOL programs differ in nature, design, emphasis and scope depending on varying strengths and needs. Therefore the reasons for conducting self-studies and the goals the programs may wish to reach when conducting them differ accordingly. In any case, the design of the self-study needs to start with a clear conception of the goals.

The first stage of our self-study was done within the framework of the whole college project. Although the details of that first stage will not be discussed here since a college team was in charge of that part of the process, it still offers one alternative for doing a self-study. For the overall college study, the TESOL team's role was to specify the goals of the program. These were then incorporated into two scales: one, to measure the degree the program fulfilled each goal from the point of view of the respondent; and, second, to measure how each goal was relevant to the graduates' professional lives. The results were analyzed by the college team and published in an overall college report.

The TESOL self-study started simultaneously with the overall college self-study. The TESOL team goals, however, were much more extensive than those of the college. In addition to seeking the degree to which the TESOL M.A. program provided competence in certain areas and the degree to which these areas were important to the graduates' professional lives,

CORE STANDARDS

If you have questions about TESOL's Core Standards, its program regulation efforts or the process of self-study, contact Susan Bayley, TESOL, Suite 205, 1118 22nd Street, N.W., Washington, D.C., 20037, U.S.A. Telephone: (202) 872-1271. Endorsement of the Core Standards is a prerequisite for purchase of the self-study materials. Multiple copies of the Core Standards may be purchased at \$1.00 each while the self-study materials (the manual and accompanying standards and questions) may be purchased for \$10.00 U.S. per set, the complete set for \$30.00 U.S. (the manual and accompanying standards and questions for the four program levels). Please prepay orders under \$10.00.

the TESOL program team was concerned with 1) the graduates' rating of the TESOL M.A. courses and program structure and with their suggestions for its improvement; 2) ratings by graduates and continuing education participants of continuing education offerings; and 3) the nature of the graduates' current professional lives and the extent to which what they learned in the TESOL program related to their current professional lives. Very few studies have explored the nature of the professional lives of ESOL teachers. The reported self-study project then was an attempt to apply the TESOL self-study guidelines specially concerned with teacher preparation programs and, further, to explore the nature of the graduate's life after graduation.

Step Three: Determine the Sample

Purposes determine target population. For the Teachers College purposes reported above there were two types of population: the graduates of the M.A. program and the participants in the continuing education (PCE) courses offered through the program. The two populations included all of those who graduated or had taken one or more continuing education offerings from 1980-85. One reason for the five-year limit was the difficulty of locating the names and addresses of the participants before 1980; another was that the program prior to 1980 was extremely different from the more recent program.

The overall college questionnaire was sent to all graduates whose addresses were available. Two weeks later a second questionnaire was sent out. From the first population of graduates a second (TESOL) questionnaire was sent to those who responded to the first college questionnaire and who the faculty members thought were most likely to respond (203 questionnaires were mailed, 97 were delivered and 88 were returned). This step no doubt biased the results; however, it led to a high response rate. Another option which decreases the chances of having a biased sample is to use random sampling.

The second population, the PCE, was included in this study because their responses, as more experienced teachers involved in the realities of current professional life, were believed to reflect the demands of the profession and thereby could assist the team in meeting the second purpose of the self-study: finding out the areas in which teachers feel they need more training and their suggestions for new offerings. The response rate for the continuing education questionnaire was 65% (130 questionnaires were mailed, 110 were delivered and 72 were returned).

Step Four: Try to Insure a Relatively High Response Rate and Compensate Your Respondents

If you consider mailing questionnaires that are quite lengthy (ours was eight pages long), the chances of a significant return rate may be slight. You may want to consider the following compensation options all of which the TESOL program team offered to each graduate sent the questionnaire: 1) a one year's membership in TESOL; 2) thirty dollars in remuneration; 3) any suggestion the respondent may have; or 4) the choice of requesting no compensation if the respondent felt that he/she wished to donate the time. These were offered on a separate sheet along with the cover letter that accompanied each questionnaire.

You may also want to consider setting
Continued on next page

Self-Study

Continued from page 11

questionnaire return deadlines and then following up with phone calls and notes to those who did not respond. The team made follow-up calls two weeks after the overall college questionnaires were mailed and then sent brief reminder notes two weeks later to those who had still not responded. The 91% response rate to the TESOL program graduate questionnaire may be due to 1) the way the graduate sample was chosen; 2) the compensation options offered; and/or 3) the nature of the follow-up activity.

Step Five: Design Your Instruments (Questionnaires)

Questionnaires should be designed in light of the purposes of the study and the sample. The first and second purposes for the self-study at Teachers College related to both M.A. graduates and those who came only for continuing education workshops. Since we wanted the same kind of information in varying degrees from both populations, the team designed two questionnaires that shared some similar items. With a clear purpose in mind questions can be posed that will elicit information appropriate to the study.

You need to specify the particular aspect of your program that you would like to investigate. Although the purpose of the overall college questionnaire, as well as the format and types of questions, had been determined by a college-wide group, the TESOL team could develop two questionnaires on its own. In accordance with the first purpose, the team decided to investigate the respondents' opinions about the courses and structure of the program; for the second, we solicited information about the areas in which PCE needed more training and asked for suggestions for offerings. For the third, we asked about their current professional life and the relationship of what they had learned in the program with what they do as practicing teachers.

For items in each questionnaire the team considered many formats. We presumed that rating scale items would be less time consuming and thus produce a higher return rate. We also knew that compiling the rating scale answers would be relatively simple. However, rating scale items provide only limited information. This led us to integrate rating scale items with open-ended items to allow respondents to add information. Using a five point scale the respondent rated a certain course and then answered two questions, "What did you find most/least helpful?" Even respondents who rated the course as average had something favorable to say and some who rated the courses very good had suggestions for improvement. With this information, the team could formulate recommendations for the courses.

Step Six: Plan to Allow Time for Analyzing Data

In choosing the format of your items, you need to consider the time and effort involved in analyzing the data that each format yields. While rating scale responses are simple to tabulate, the compilation of data from open-ended questions proves to be more time consuming and challenging. Faced with these challenges the team saw two options for analysis. One option would be to tabulate responses into broad categories thereby man-

aging a large number of responses and allowing the results to be reported on a general level. The team decided to choose the other option, the noting of what each respondent said and tallying each point. We felt that with our concern for program modification the tallying in broad categories only would not have offered precise representation of responses. Further, we wanted to show that suggestions made by a few were also valuable. What is mentioned infrequently is not necessarily less important than that more frequently mentioned. Attempts were made to remain as faithful as possible to the wording of respondents' answers. Thus one can look at the data and know with assurance exactly how many respondents said what.

Obviously a self-study team can tally individ-

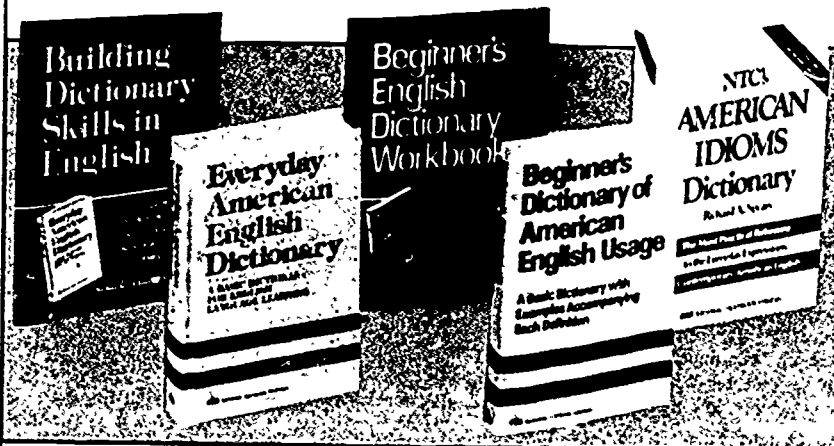
ual points into broad categories, tally them separately, or use a combination of both methods. The choice will depend on the time and the goals of your study.

Step Seven: Apply Your Results

This step is unique to each program. After reviewing the results you may see the need to change your program to meet the needs of current students and graduates of your program. The TESOL program at Teachers College made numerous changes and additions based on the indications in the study. The program now offers free professional meetings for graduates and students to meet faculty members and to discuss professional concerns. In the M.A. program, Guided Teaching, the

Continued on next page

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ON LINE

In the June *TN* we indicated that part two of "Computer-Mediated Communication as a Tool for Language Learning" by Denise Murray would appear in the August issue. In fact, parts one and two were inadvertently incorporated into the same article in the June issue.

Look for On Line in the October *TN*.

—Editor

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Meet Jean Zukowski/Faust, *TN*'s New Editor



Jean Zukowski/Faust

Beginning with the October 1987 issue, the person heading up the editorial desk of the *TESOL Newsletter* is Jean Zukowski/Faust of Northern Arizona University (NAU).

Jean, who has a Ph.D. in Applied Linguistics and English Education from the University of Arizona, has been an associate professor in the Department of English at NAU since 1984. Prior to that (1972-83) she was at the University of Arizona. She also taught and held various administrative posts in Turkey from 1963-71: at the American College for Girls and Robert College in Istanbul; at the Middle East Technical University in Ankara; and the Atatürk Lisesi in Bursa. "I became quite fluent in Turkish as a second language, too. Unfortunately, it's gotten a bit rusty now," admits Jean ruefully.

TESOL and Arizona TESOL (AZ-TESOL) have been fortunate in receiving a lot of Jean's natural energy, vitality, expertise—and time. She has served on numerous committees, presented extensively at conferences of both TESOL and AZ-TESOL, and most recently, completed a two-year term as editor of the *Teacher Education IS Newsletter*.

An impressive list of edited and authored publications fills nearly two pages of her resume, and these will stand her in good stead for the task of putting out the *TESOL Newsletter* for the next three years.

Jean's job as editor actually began at the TESOL convention in April where she had extensive meetings with former *TN* editors John Haskell and Alice Osman, and since then she has been occupied in setting up a *TN* office at her university and recruiting an editorial staff and advisory board to assist her in the enormous

job ahead. A short trip to the TESOL Central Office and to New York City to participate in the dummieing up of this issue of the *TN* completed the formal orientation. "But I'm sure I'll be learning a lot more throughout the year," says Jean.

"The October issue is already well underway, but there may be space for a few: last minute announcements and short items," reports Jean calmly. "However, persons who wish to submit articles or reports for future issues should request a copy of *TN Guidelines*. Topics on a broad range of ESOL-related areas are all welcome. Of course, articles on current classroom practices are of special interest," concludes Jean. Her address is:

Dr. Jean Zukowski/Faust
Editor, *TESOL Newsletter*
Northern Arizona University
Flagstaff, Arizona 86011, U.S.A.
Telephone: (602) 523-4913

Self-Study of a Teacher Training Program

Continued from page 12

major practicum for all M.A. students with less than three years teaching experience, has been expanded to two semesters in order to give the students more time and opportunities to reflect on their teaching, a request frequently voiced by the graduates.

What you decide to do with results will depend on the availability of funds, instructors, and opportunities. However, the team wants to point out that initiating a self-study requires a commitment to applying the results in practical ways. We feel that one of the primary purposes of self-study is to act on findings rather than merely intellectualizing them. Further, the value of self-study is that it can provide insights into the life of the department and its students; it should not be a singular, isolated activity. Self-study is something you will want to integrate into the foundation of your program. In other words, if step seven is not agreed upon as one of the major goals of self-study before actually initiating the project, the value of the whole process is severely limited and even pointless.

Step Eight: Plan to Continue Your Self-Study

You will want to continue studying your program in various ways. We found that our self-study provided valuable insights into our courses, program, the current needs of graduates and professionals and possible future courses and activities. Due to lack of time and funds the team could not conduct phone and face-to-face interviews nor participate in actual

or videotaped classroom observations. These are plans which we deem important still and are options you may want to consider in your initial self-study or in your plans for on-going self-study. You may also consider arranging a team whose members change but meet annually to conduct a self-study on current graduates. The important point is that effort is made to continue the self-study process. Just as the TESOL program self-study at Teachers College had been preceded by two dissertations studying the practica offered by the program and is being followed by another dissertation studying two basic courses, so the next steps regarding actual practices of the graduates are being planned.

Questionnaires have been the standard instrument for our self-study. On the basis of the outcomes of the program experience with self-study and in an effort to increase the efficiency of its research process, the program plans to revise the questionnaires to obtain updated feedback from its recent graduates on the changes that were implemented in the program as a result of the self-study. The program plans to observe the graduates in their workplace as well.

Conclusion

The value of conducting a self-study cannot be overemphasized. The TESOL program in Teachers College, Columbia University, had not anticipated the extent of the valuable

insights gleaned from the self-study process and is firmly convinced of the necessity of conducting such self-studies. This article highlights some steps for proceeding with a self-study for TESOL programs at the graduate level. It is important that programs teams be willing to study their own processes and to explore the professional lives of their graduates through the self-study endeavor so that they can keep abreast of the changing realities of not only the TESOL graduates' lives but also of those that currently challenge the profession.

Note: For copies of the questionnaire or more details about the actual self-study, send your request to John Fanselow, Box 66, TESOL Program, Teachers College, Columbia University, New York, N.Y. 10027, U.S.A.

About the authors: Kathy Akiyama has recently completed her Masters Degree at Teachers College, Columbia University, and is now teaching English in Seoul, Korea. Mervat El-Dib is on leave from the Faculty of Education, Mansoura University, Egypt, and is currently working toward a doctorate in education at Teachers College, Columbia University. John Fanselow is one of the professors in the TESOL program at Teachers College, Columbia University. Fatima Nouiouat has recently completed her Masters Degree at Teachers College, Columbia University and is teaching English as a Foreign Language in Algeria.

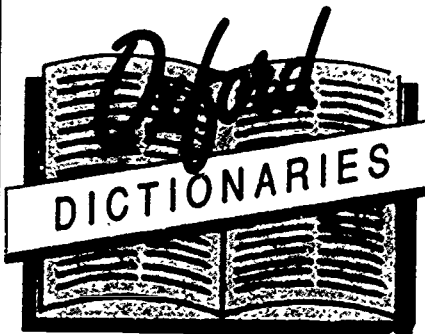
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IT WORKS

Edited by Cathy Day, Eastern Michigan University

Both of these "It Works" ideas are geared toward students in higher education. However, it seems to me that both are applicable at the secondary level as well. See if they might fit your teaching situation with a bit of modification and try them. CD

Who's Really the Expert? ESL Students Critique American Textbooks

by Cheryl Mason
University of Iowa

American social studies textbooks usually feature descriptions of life in foreign countries. Our ESL students have actually lived those lives. What, then, do they have to say about the views of their countries offered by American publishers? I have discovered many answers to this question when my advanced intensive English students have written critiques of American social studies textbooks portraying countries from around the world.

One of my priorities as an ESL writing teacher is to have my students practice the kinds of writing they will be asked to complete when they are regularly enrolled university students. Several studies have suggested that critiques and summaries of textual material are common in many fields, making this assignment a valuable precursor of future assignments. Furthermore, the assignment has afforded my students an opportunity to write on a subject which they are naturally motivated to pursue and about which they already have expertise. Many teachers and researchers recognize that such opportunities are invaluable, but all too often our students have insufficient knowledge—and thus insufficient investment—to construct a sustained academic argument. This assignment provides one occasion where knowledge is already present. It simply needs to be shaped appropriately.

I begin by asking my students to write for at least 20-30 minutes on the question: "If a committee of authors who knew nothing about your country asked you for advice in writing a 2-3 page article concerning your country, what would you tell them?" Students are usually still fully engaged with this question when, as a follow-up, I ask them to list the most important events that have occurred in their countries in the past 25 years and then to list the names of their countries' most important/famous people (politicians, artists, athletes, etc.) of the past 25 years.

By this time, the students' curiosity is piqued and they are eager to go the next day to the University of Iowa College of Education Curriculum Library to look through an extensive collection of social studies textbooks for chapters about their countries. We've been fortunate in our access to this resource—and in the librarians' patience and cooperation during our animated discussions of what we've found—but other sources are readily available, such as the public library or social studies teachers. The availability of useful chapters has

varied according to the country and the part of the world, but ultimately each of my students has been able to find at least one or two textbooks to check out.

Their assignment that night is to answer the following questions with one or more of the articles in mind:

- 1) Is the information found in the article(s) accurate?
- 2) Is any essential information lacking from the article(s)?
- 3) Does the language used by the author(s) convey any messages or attitudes about your country?
- 4) Choose a historical event or person described in the article(s):

Do you think the event or person is treated fairly and accurately?

How did you study the event or person when you were a student?

The next day in class we discuss the students' specific findings and try to make some generalizations. Although this step could be skipped, I have found this discussion to be lively and worthwhile. In any event, students then are asked to use their journal writings from the first day in class and from their homework assignment to write a rough draft of their critique. At this point, I tell them to concentrate on summarizing the article and conveying their reactions to it. Beginning the next day in class, we respond in detail to each student's draft, both in pairs or in small groups and as a class. My response then is just one source of feedback and for each critique there is someone other than me actively participating in the discussion about it. Subsequent revisions are also read by at least one other person besides me.

Regardless of the country or the textbook, I have found every student eager and able to produce good writing for this assignment. Because they are so eager to share their expertise, this is also an assignment that by its very nature lends itself to writing for a larger audience—certainly beyond just the teacher and possibly for the larger academic community, as we have sometimes done. Finally, and again because students are so eager to share their findings, students are more motivated and able to provide textual evidence, anecdotal evidence and even unsolicited support from other sources to back up their assertions. In reading response groups, students have responded enthusiastically to each others' critiques—pointing out the need for additional support for assertions, questioning conclusions and asking for clarification about references to cultural details. As a result of this feedback, and because of their commitment to the assignment generally, the revisions of this assignment are invariably the most substantial ones of the semester.

This assignment could be made at any point in the semester—at the beginning to provoke

interest in students' countries and cultures—but I think it works best when the students have become comfortable enough with each other to share their writing, since I see this as an integral aspect of this assignment. I have also found it very useful for my students to have read some book reviews and other forms of critical prose before approaching this assignment.

Some variations on this have included a group collaboration at the word processor (both the collaboration and individual critiques have been published in our program's campus-wide newsletter) and sharing of the critiques with a local social studies class. A less advanced group of students could easily do a modified version of this assignment using elementary or junior high textbooks and a more advanced group could broaden the assignment using additional sources, such as the media.

In the past, the assignment has tied in nicely with a visit to a local high school world culture classroom—in fact, writing about textbooks was first suggested by a colleague, Connie Greenleaf, after such a visit. It has also worked in conjunction with discussions of objectivity and ethnocentrism in the American media, and as a way to follow up on major international news stories in which American involvement has stirred controversy. In short, the assignment has generated well-informed oral and written work from my students and has, more importantly, sparked their interest in developing strategies for controlled, tightly reasoned argument.

About the author: Cheryl Mason received her M.A. from Stanford University in 1985. She is currently an instructor in the Iowa Intensive English Program at the University of Iowa.

THANK YOU

I'd like to thank all of the readers and contributors to *It Works* who have helped me for the past five years. Please keep sending those classroom-tested ideas in!

Cathy Day

Bridging the Gap

by Charlotte Kessler and Ann Mott
American College in Paris

To teach English for academic purposes to students whose native language surrounds them all day presents a challenge. The American College in Paris offers higher education in the American stream and in English—an island of English surrounded by an ocean of French speakers. Many institutions overseas are in this position, of course, but that position makes the problems of cultural integration almost as important as the process of language acquisition.

The American College in Paris has an enrollment of close to 1000 students, 50% of whom are Americans and 50% non-Americans coming from 65 different countries. The College offers an intensive language program, organized by skills, for those non-native students whose academic background makes them acceptable to the College but whose English language skills need further refinement. Within and beyond the usual courses of writing, reading and vocabulary, and grammar, the problem of integrating the 40 or so students

Continued on next page

IT WORKS

Contributions for this page should be sent to Cathy Day, Editor, *It Works*, Department of Foreign Languages and Bilingual Studies, Eastern Michigan University, 210 West Alexander, Ypsilanti, Michigan 48197.

Bridging the Gap

Continued from page 15

into the American system of education and into the student body has been a major concern.

One course which assists the students in bridging the gap between their own educational backgrounds and the American way of teaching is a course that we have not very originally titled Lecture Skills. This course is geared to improving critical listening and academic organizational skills, and its effectiveness lies partly in the fact that the lecturers are all faculty members at The American College. Essentially, once a week, the classroom becomes a simulated College classroom. And of course, the College classroom is the goal of our language students.

The class meets five hours per week in four seventy-five minute sessions. The teacher of the class selects a lecturer from the College faculty each week; that choice is based on the interests and prospective majors of the students and on a variety of lecturing styles by the faculty. Lecturers are also chosen from different disciplines in areas with which all students will need to be familiar. A typical semester's range of lecturers has included the following: The Nature and Contradictions of Colonial Development in the United States; Paris and Its Growth through Architecture; Short Story Components as Seen through the Works of Bierce and Hemingway; Development of Specific Marketing Techniques: a Timex One-minute Sugar Bowl Commercial.

The faculty lecturer is requested to supply the class with an appropriate reading assignment the week prior to the lecture. In keeping with the guiding principles of the course, the students are expected to underline main ideas from the text, take notes and summarize the material in an abbreviated outline form. During the lecture, each student takes notes which are then transcribed and returned, in outline form, to the course professor the following day.

The two class sessions following each lecture are spent discussing the subject, being tested on the material and working on in-class homework assignments designed by the lecturer. These have ranged from designing a marketing strategy to sell French wine to the American consumer, to writing a ten-line program for use on the computers to analyzing writing styles in American and French newspapers.

To complement in-person lectures, Abelle Mason's *Understanding Academic Lectures* (Prentice-Hall 1983) is used throughout the semester. The students listen to taped lectures on various topics by American university professors and follow the step by step outline which accompanies each lecture. In addition, students are required to lecture for fifteen minutes to the class on subjects of their choice.

The course works. The students respond positively to the task demanded—the critical listening, the note-taking, the outlining—because they see it as a dress rehearsal for the big performance. They also feel integrated into the College because they know how classes in economics or sociology or art history are conducted and because they know many of the faculty. And (perhaps this is one definition of integration) they begin to feel at home.

About the authors: Charlotte Kessler is the assistant dean of the American College in Paris and coordinator of the English as a Foreign Language program. Ann Mott has taught various courses in this program for five years and the Lecture Skills course for three years.

TESOL '87 Convention:

Geographical Breakdown of Registration Figures

A total of 3840 people from 61 countries participated in the 21st annual TESOL Convention in Miami Beach, Florida. This figure includes 470 exhibitors, local committee volunteers, and staff.

Participants from outside the United States comprised 16.6% (636) of the total attendance at TESOL '87 in Miami Beach, compared to 9% (394) at TESOL '86 in Anaheim, California and 16% (763) at TESOL '85 in New York City. Approximately 16% of the participants at TESOL '87 were from Florida.

All Countries	Registration	Registration Sub-Totals for the United States	
Afghanistan	1	Alabama	9
Argentina	11	Alaska	8
Australia	4	Arizona	62
Bahrain	4	Arkansas	6
Belgium	1	California	327
Bolivia	1	Colorado	45
Brazil	20	Connecticut	16
Canada	118	Delaware	7
Chile	25	District of Columbia	156
China, People's Republic of	3	Florida	606
Colombia	12	Georgia	36
Costa Rica	36	Guam	1
Dominican Republic	20	Hawaii	27
Ecuador	11	Idaho	1
Egypt	11	Illinois	158
Finland	4	Indiana	35
France	7	Iowa	21
Germany, Federal Republic of	7	Kansas	12
Greece	6	Kentucky	9
Guatemala	3	Louisiana	31
Haiti	23	Maine	3
Honduras	5	Maryland	46
Hong Kong	5	Massachusetts	152
India	3	Michigan	70
Indonesia	1	Minnesota	35
Israel	11	Mississippi	6
Italy	1	Missouri	26
Jamaica	3	Montana	3
Japan	22	Nebraska	2
Korea, Republic of	3	Nevada	5
Kuwait	7	New Hampshire	6
Macao	2	New Jersey	105
Martinique	3	New Mexico	22
Mexico	45	New York	329
Morocco	2	North Carolina	17
Oman	3	North Dakota	5
Netherlands	4	Ohio	57
Netherlands Antilles	2	Oklahoma	28
Nigeria	1	Oregon	49
Norway	1	Pennsylvania	72
Pakistan	1	Puerto Rico	28
Panama	19	Rhode Island	21
Papua, New Guinea	1	South Carolina	18
Paraguay	2	South Dakota	1
Peru	33	Tennessee	20
Polynesians	4	Texas	140
Portugal	2	Utah	40
Saudi Arabia	26	Vermont	14
Singapore	4	Virgin Islands	2
South Africa	4	Virginia	64
Spain	12	Washington	46
Sudan	2	West Virginia	2
Switzerland	4	Wisconsin	29
Taiwan	1	Wyoming	2
Thailand	5		
Trinidad & Tobago	1	Sub-total	3038
Turkey	4	Exhibitors (no geographical breakdown is available)	166
United Kingdom	44	Total	3204
United States	3204		
Uruguay	1		
Venezuela	14		
Grand Total	3840		

AFFILIATE NEWS

Edited by Mary Ann Christensen, Snow College

Outreach Workshops in Hermosillo

AZ-TESOL For several years, members of AZ-TESOL have been cooperating in an annual series of daylong workshops held by Mexico TESOL in Hermosillo, Sonora, Mexico. The exchanges began informally among friends in the two organizations and proved so rewarding that in 1985 the AZ-TESOL board voted to fund two members per year to travel to Hermosillo and conduct workshops. Besides mutual goals of engendering goodwill, these sessions provide other two-way benefits. First, they help provide Mexican colleagues with theoretical perspectives, and second, they help provide the U.S. members with new views of teaching EFL.

These workshops are important to the English teachers in Hermosillo because, like their counterparts in other countries, many lack formal EFL training and many are not native English speakers. The information exchanged in these sessions helps enhance their adaptability. As the workshop organizer, Ricardo Garcia, explained, "Textbooks are often too expensive or not available. Teachers need to extract teaching material from whatever sources they have on hand. Because of their lack of training, some teachers feel insecure about excerpting material and adapting it to their particular needs." The workshops focused on giving EFL teachers in Hermosillo more confidence in understanding methodologies and materials and inherent cultural implications.

At my workshop in Hermosillo last November, I focused on published songs, cartoons and comic strips, and nonverbal behavior as a means of helping EFL teachers understand the cultural implications in EFL methodologies and materials. I presented activities that would encourage vital conversation practice in English. We first discussed published songs in ESL and the potential risks inherent in their culture-bound agenda. Texts may offend or be experientially ridiculous. We experimented with a technique developed by Roy Howard where students create their own songs from their own compositions. We also discussed cartoons and comic strips. Like lyrics, they may also be situationally incomprehensible or offensive. We also discussed nonverbal behavior, by discussing culturally prescribed reactions to a variety of school related conversational situations. Teachers found the activities and discussions worthwhile and provocative. As a presenter, I acquired new views on EFL.

AZ-TESOL is anxious to increase participation in these workshops. We thank our gracious colleagues at Universidad de Sonora in Hermosillo, Mexico, Ricardo Garcia and Exelee Krekler, for their support and encouragement. We have plans to continue the workshops in 1987 and recommend the outreach program to other affiliates as well.

For more information on outreach workshops contact Michaela Safadi, 7625 East Camelback Road, Scottsdale, Arizona 85251.

by Michaela Safadi
Arizona State University

Upcoming 1987-1988 TESOL Affiliate Meetings

(Meetings are in the U.S.A. unless otherwise indicated.)

October 8-10	Tri-TESOL Regional Conference, Seattle, Washington
October 16-17	Ohio TESOL, Columbus, Ohio
October 16-18	California TESOL, Nevada Chapter
October 16-19	Mexico TESOL, Monterrey, Mexico
October 17	California TESOL, Steinbeck Chapter
October 17	California TESOL, San Diego Chapter
October 17	Indiana TESOL, Indianapolis, Indiana
October 17	Massachusetts TESOL, Medford, Massachusetts
October 22-24	Southeast Regional Conference, Nashville, Tennessee
October 23-24	Honduras, TESOL, Tegucigalpa, Honduras
October 23-24	Oklahoma TESOL, Stillwater, Oklahoma
October 30-31	Mid-TESOL, Cedar Rapids, Iowa
November 6-7	Texas TESOL State Conference, Dallas, Texas
November 6-7	Intermountain TESOL, Salt Lake City, Utah
November 6-7	TESOL Italy, Rome, Italy
November 6-7	Washington Area TESOL, Rosslyn, Virginia
November 6-8	New York State TESOL, Buffalo, New York
November 7	TESOL Scotland, Stirling, Scotland
November 12	TESOL Ontario, Toronto, Ontario, Canada
November 12-14	Rocky Mountain Regional Conference, Denver, Colorado
November 21-23	Japan Association of Language Teachers, Tokyo, Japan
More information on these meetings from: Susan Bayley, Field Services Director, TESOL, Suite 205, 1118 22nd Street, N.W., Washington, D.C. 20037, U.S.A.	

KUDOS

AZ-TESOL Congratulations to Sarah Smetana and Cheryl Weiss who have been selected by AZ-TESOL to receive the Cheryl Walsh Memorial Scholarship. Both Smetana and Weiss received financial assistance to attend the 21st Annual TESOL Convention in Miami, Florida. Smetana teaches for the Center of English as a Second Language (CESL) at University of Arizona and for Pima County Adult Education. Weiss teaches at Lake View Elementary School in Page, Arizona.

Congratulations are also in order for Joyce Winchel Namde. The AZ-TESOL Executive Board selected her as Educator of the Year for 1987. Namde is presently project manager of the Pima County Adult Education Refugee Education Project. She is also past AZ-TESOL president.

HCTE HCTE presented three teachers its Excellence in English Teaching award at its annual convention on November 1. The winners of the award are Joy Nakashima of ASSETS School for elementary teaching; Georgia G. Goetas, teacher at Konawaena High School, for secondary teaching; and Ned B. Williams of Brigham Young University—Hawaii Campus for college and university teaching.

KANSAS TESOL Congratulations to Christine Chalender, an ESL coordinator from Hays, Kansas, who was recently named Outstanding Teacher in Kansas this year.

NYS TESOL Alice Perlman, a former NYS TESOL president, received the Distinguished Service Award for her years of dedication to NYS TESOL and to the profession. Although she is now retired, she remains ready to serve the organization in any way possible.

Rebecca Gitt of New York University and Patricia Shumaker of Hunter College/CUNY were recipients of the James E. Weaver Memorial Award which was presented for the first time at the Sixteenth Annual Conference in New York City. The award was given to Ms. Gitt and Ms. Shumaker because they represent the characteristics of professional and personal integrity associated with this award. Both recipients are students.

TEXTESOL I Alma Rosa Rodriguez, an ESL teacher at Bowie High School, was selected by the Texas Teachers Foreign Language Association as the ESOL Teacher of the Year. She was presented a certificate and an honorarium at the National Conference of the American Council of Teachers of Foreign Languages held in Dallas last October.

Continued on next page

AFFILIATE NEWS

The editor of this page is Mary Ann Christensen, English Training Center, Snow College, Ephraim, Utah 84607. Send interest, section newsletters, announcements, and short articles (500 words or less) by the deadlines stated on page 2 of TN.

Continued from page 17

Win A Cisneros Original

TEXTESOL I conducted a raffle with a super prize! The lucky winner received a stunning pen drawing by Jose Cisneros, the famed El Paso artist of the horsemen of the Southwest. Chances cost \$1.00 and were sold to benefit an ongoing scholarship fund. The proceeds were donated to support an ESL student in his/her first year of college. TEXTESOL I is always coming up with excellent ideas for their fundraisers. If you have questions on this project contact Gloria Paez, c/o TEXTESOL I, P.O. Box 12340, El Paso, Texas 79913.

Reward Your Students

NYS TESOL designed an awards certificate which can be presented to outstanding students in any ESL program. This is one way of recognizing students who have made outstanding progress while calling attention to ESL as a discipline which has such students. NYS TESOL made single copies available to all programs in the state. The certificates are to be kept on file and duplicated by programs as needed. Certificates can be enhanced by adding a gold seal, a red ribbon, or other adornments. NYS TESOL also suggests graduation exercises and awards ceremonies to reward outstanding students.



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WONDERFUL ANNIVERSARY ISSUE

To the Editors:

I just got around to reading the anniversary issue and feel compelled to tell you how wonderful it is. There is so much information that I know I will be going back to it time and time again. Thanks to all.

Helen Slivka
New York, New York

AND FROM SINGAPORE

To the Editors:

The 21st Anniversary Issue of the TN is great. "Nice job."

Margaret van Naerssen
Regional Language Center
Singapore

ANNIVERSARY ISSUE LISTED FOR TEACHER TRAINING WORK- SHOPS IN JAPAN & U.S.S.R.

To the Editors:

Congratulations on your anniversary issue of the *Newsletter*, April 1987. I am listing the entire issue in bibliographies I am preparing for teaching training workshops in Japan and the U.S.S.R. this summer and fall. . . .

Bernard Choseed
Associate Professor Emeritus
Georgetown University

AN ADDENDUM TO THE TESOL QUIZ

To the Editor:

If you will forgive a bit of personal pride, I would like to make an addendum to the answer to Question 2 in "Facts and Faces: TESOL 1966-1987: A Quiz" in TN XXI:2 4/87, p. 2; answers on p. 52.

Teachers College, Columbia University was the first institution to award a degree in TESL, but it was an Ed.D. to me in June 1948. Aileen Traver Kitchin came from the University of Michigan, where she worked with C.C. Fries and others, to T.C. Columbia for the Spring Semester of 1946. I was one of her first students there and worked under her until I completed the degree program and was awarded my Ed.D. in June 1948. That puts me two years ahead of the M.A.s in 1950.

Walter P. Allen
Professor Emeritus
University of Houston—University Park
Houston, Texas 77004

A NOTE OF CORRECTION FROM THE CONVENTION DAILY

To the Editors:

I want to congratulate you on the *Newsletter's* "Celebrating TESOL's 21st Anniversary" issue. It was a very nice job. . . .

I wanted to mention, for future reference, a mistake in the *Newsletter*. On page 15 the *Convention Daily* editor is listed as just Bill Powell. There were two: I was the other. There will be two next year; I will be the other. . . .

Richard LeMon
Co-Editor, *Convention Daily*
Florida State University
Tallahassee, Florida 32306

LETTERS

The following letters were all written in response to "The ESL Textbook Explosion: A Publisher Profile" by Pearl Goodman and Satomi Takahashi.

Early in the phases of the 21st anniversary issue (April 1987), in which the article appeared, the editors had suggested to the authors that their manuscript be circulated to the publishers for comment on the accuracy of the "profiles" and other publishing information. The authors did so.

Due to the close timing of the receipt of the commentary from the publishers and the need to lay out the April issue (in January), it became apparent that it would not be possible to incorporate all of the information into the article itself. Thus, the editors' decision was to print the Goodman/Takahashi article in its original form and to include the publishers' letters of comment to Goodman and Takahashi in the June issue. When space in that issue did not permit all of the comments to be included together, we arbitrarily decided to publish all of the letters in the August issue. We apologize for neglecting to make note of that fact in the June TN.

—A.H.O. and J.F.H.

FROM MCGRAW-HILL BOOK COMPANY

Dear Professor Goodman:

Thank you for your recent letter regarding "The ESL Textbook Explosion: A Publisher's Profile" compiled by yourself and Satomi Takahashi.

We appreciate your inclusion of McGraw-Hill in your list of ESL publishers, and would like to take this opportunity to clarify and expand upon some points raised in your study. . . .

One difficulty that I see in assessing your survey is the lack of relative "weight" given to types or classifications of product. Within the publishing industry, basic courses or basals are quite a different animal to produce than small graded readers of 64 pages or less. A basal course may consist of six levels, each carrying a series title, but with each text being a full-bloom project replete with ancillaries such as cue cards, cassettes, and texts. Teacher's Editions and Workbooks are additional book titles. A six-level program may easily have 18 text or print components, with another 18 non-print ancillaries. To label all this as one title, of equivalent weight to a small reader, creates, I believe, an imbalance in your publisher "profile." Major basal publishers will have fewer titles in your listing, but a much broader and deeper impact in the field, than could be surmised from your hierarchy.

Publishers with serial readers, which I would suggest could be collapsed, as are the basals, came up with the lion's share of titles. Again, I feel this skews your results.

Regarding specific categorization of product for McGraw-Hill, I would like to append your description to include grammar and skill-based materials. In Appendix II, nine titles are indicated in the grammar area but are not mentioned in your written summary, while Testing, with seven titles, is featured.

In addition, titles such as *Life in the USA*, and *Hear America Speak*, while primarily reading and listening comprehension texts, also provide American culture through content and topic. The survey shows no titles for this category.

In Appendix IV, I would point out that McGraw-Hill has quite a bit more product at the primary level than you indicate, having just acquired the Economy Company, which publishes extensively at the K-8 level in ESL.

At the secondary/adult level, [we have] three major programs: *Pathways to English*, *Bridges to English* and *English For Today*. At the vocational/adult level we have *English At Work*.

Our basic ESL publishing policy is to produce and market pedagogically sound, high-quality English Language Teaching materials in global markets. We are committed to

international publishing endeavors, which include the development of locally authored and produced language programs in publishing centers around the world. Bringing products to our customers at a fair and affordable price is a major goal. . . .

Lauri Likoff
English Language Teaching
McGraw-Hill Book Company
1221 Avenue of the Americas
New York, N.Y. 10020

FROM HARCOURT BRACE JOVANOVICH, PUBLISHERS

Dear Ms. Goodman:

Please be aware that our company name is Harcourt Brace Jovanovich. When referring to our firm, all three words should be used. The acceptable and preferred brief form is HBJ.

William C. Cannon
Harcourt Brace Jovanovich, Publishers
1250 Sixth Avenue
San Diego, California 92101

FROM OXFORD UNIVERSITY PRESS

To the Editors:

We were glad to see the *Newsletter* highlight publishers in the April issue and read "The ESL Textbook Explosion: A Publishers Profile" with interest. Since the portrayal of each publisher's list was based on a single distributor's catalog and not on the publisher's current catalog, there are some inaccuracies, and we'd like to correct the image presented of Oxford University Press:

While our British office has been producing ESL materials for many years, Oxford American English, based in New York, has been producing American English titles for the U.S. and international markets for ten years. We publish a full range of American English materials for elementary through adult students, including basic series, supplementary materials in all skill areas, dictionaries, and professional books for teachers. We are glad to answer questions or send catalogs. Please contact us for further information. Call (212) 679-7300 or write:

Susan Lanzano
OUP English Language Teaching
200 Madison Avenue
New York, New York 10016

Continued on next page

FROM ALEMANY PRESS

Dear Pearl:

Thank you for the opportunity to preview your draft of "The ESL Textbook Explosion." We welcome the opportunity to comment on your "profile" of Alemany Press.

First, it does not seem appropriate to profile publishers based on a sampling of only textual (student used) publications. It seems relevant to include other genre of publications if accurate profiles are desired, profiles that reflect the publishers "published" priorities overall.

In the case of Alemany Press publications, we consider "Teacher Reference and Resource" materials to be one of our strongest forms of instructional materials (32 titles). We consider these to be *instructional* materials in that they consist of lesson plans that do not require student text or workbooks. A second strong suit, university-level texts in linguistics and applied linguistics, is excluded from your study, yet we feel it is an important component of our over-all "profile." A third category, which is also "student-used instructional materials," seems to have been left out of your study: our 33 titles for Sheltered English (content area ESL), titles that were specifically developed for low-level students to help them with "mainstream" curriculum.

The "strong case" point is that a profile should reflect accurately a publisher's priorities. It should reflect the publisher's interest in non-textual-instructional and non-textual-reference materials. . . .

Second, it seems that your study may be inadvertently skewed toward Adult Education and away from K-12 as well as university EFL segments of the ESL world.

Primary instructional materials for K-12 do not tend to be marked through distributors. Supplementary materials are frequently distributed by dealers and jobbers, but primary learning system materials not. The time and energy, required to develop and subsequently market these products simply does not usually lead to a publisher-distributor network for these materials. Consequently, many publishers *exclude* distributors from their learning system publications. University-setting (ALI, ELI, etc.) courses are frequently served by university-setting bookstores. . . .

This "distributor factor" seems to have affected your study. You identify Alemany Press as having three tests. Alemany Press does publish three tests which are available through distributors as well as directly from the publisher. But Alemany Press also publishes 24 highly controlled, standardized tests that may be sold only to professionals with appropriate APA certification. These tests, as one would expect with the Michigan Tests, the TOEFL, the CTBS, or the Stanford-Binet tests, are only available from the publishers for obvious test security reasons.

The "strong case" point is that your study should not seek to make generalizations about K-12 where learning systems or other controlled distribution items are not usually available to distributors or about University-setting EFL where the bookstore distributions mechanism tends to by-pass distributors. A less strong conclusion might be that your data reflects an adult education segment of ESL.

Third, it seems that your sampling may have been affected by a "time-delay" factor. Your distributor's catalog is usually published in

January. We release our catalog in the Fall, just about at the same time that the distributor takes his galley to his printer. Hence, the distributor's 1987 catalog will reflect our 1985 list. This time-delay factor may account for our 33 Sheltered English titles inadvertently being left out of your study. It may also account for your identifying Pergamon Press as one of the publishers in your study, even though their materials have been exclusively available

through Alemany Press since April of 1985.

The enclosed chart (see below) compares the number of "skills" titles that your study identifies as published by Alemany Press with the numbers obtained from the Alemany Press 1986 Catalog. We list 131 titles in the skill areas you identified, a discrepancy from the 32 reported in your draft.

Roger E. Olsen
Marketing Manager

	Alemany Press as Reported in Appendix	Actual (86 Catalog)	Error
Reading	2	28	+ 26
ESP	2	6	+ 4
Composition/Writing	3	3	Correct
Grammar	0	0	Correct
Conversation	1	11	+ 10
Basal Texts	3	6	+ 3
Listening Comp	1	0	- 1
*Duplicating Masters/Visuals	0	12	+ 12
Testing	3	27	+ 24
American Culture/Citizenship	6	7	+ 1
Vocabulary	3	14	+ 11
Dictionaries	0	0	Correct
Computer Software	0	0	Correct
Pronunciation	2	5	+ 3
Games	5	11	+ 6
Idioms	1	1	Correct
Video	0	0	Correct
*Engl. thru the Arts	0	0	Correct
Spelling	0	0	Correct
Sheltered English	ignored	33	

+ 99

$\bar{X} = 4.95$

*English thru the Arts books are
black line Duplicating Masters

Continued on next page

FROM ADDISON-WESLEY PUBLISHING COMPANY

Dear Ms. Goodman:

While I found your proposed study quite interesting, it does not cover all of ESL/EFL publishing. A more accurate title would be: The ESL Textbook Explosion: A Profile of Higher Education ESL Publishers. This, of course, may be your intention, but it does not deal with the much larger areas of K-12 and international publishing in which Addison-Wesley is a major "player."

Consequently, I was rather disappointed with the brief two line summary of our Company, particularly since one of your criterion was, "Publishers were selected for inclusion largely with regard to how widely their books were sold." I believe that it is significant, for example, that one of our series, *New Horizons in English*, has sold over 14 million copies worldwide and continues to sell well in adult school ESL classes in the U.S. Or, that our K-6 series, *Yes! English for Children*, is probably the most widely used American English series at this level throughout the world.

The other point that I find not quite accurate is in your conclusion where you refer to the "internationalization of the industry" as if it were a new phenomenon. In fact, a small handful of us here have been involved in the international market place for years, and indeed, many of our titles were intended for overseas markets.

One could go on, but let me conclude by saying, your article is fine as it pertains to U.S. post-secondary ESL publishing, but you should realize that it is only a part of the U.S. publishers ESL/EFL effort.

Robert D. Naiva
World Language Division
Addison-Wesley Publishing Company
Reading, Massachusetts 01867

FROM HEINLE & HEINLE PUBLISHERS

Dear Ms. Goodman:

We received the preliminary draft of your study of ESL textbook publishing to be published in the April issue of *TESOL Newsletter*. Thank you—not only for such a valuable piece of work, but also for the chance to suggest additions or revisions to the description of Heinle & Heinle in this study.

... If I may, I would offer the attached revision of your profile, to more accurately reflect our list and our publishing program. . .

Roger Hooper
Heinle & Heinle Publishers Inc.
20 Park Plaza
Boston, Massachusetts 02116

P.S. You will note that the revised profile, among other differences with the original draft, does not mention ESL Video. Since Nelson Filmscan has been incorporated into the LINGUAPHONE company in Britain, no longer a part of the Nelson or International Thomson organization, we are no longer actively handling these video packages.

Heinle & Heinle (22)—Revised Profile

This publisher's major interests are Basal Texts (6) Reading (5) Composition/Writing (4) and

Conversation (4).

Basal Texts (6). These six texts cover all proficiency levels from beginning through advanced. They include all four language skills, pronunciation, cognitive skills and academic content. Special emphasis is placed on developmental, spiraled language acquisition.

Reading (5). Four of these reading texts form an articulated developmental reading program from beginning through intermediate level. The fifth is a reader focusing on the culture of the United States.

Composition/Writing (4). These texts include one supplemental writing activities text for intermediate level; the other three texts are full writing/composition texts for intermediate/low advanced levels.

Conversation (4). One text develops conversation skills with a focus on accurate use of colloquial speech and idioms, as well as pronunciation skills. Two of these texts provide extensive vocabulary development. The fourth focuses on functional communicative skills. All are at the intermediate level of proficiency.

In addition to the above, Heinle & Heinle publishes methods texts, as well as classroom management/student evaluation packages for use with their basal programs.

FROM SCOTT, FORESMAN AND COMPANY

Pearl Goodman
University of Illinois at Urbana-Champaign
3070 Foreign Languages Building
707 South Matthews Avenue
Urbana, IL 61801

Dear Ms. Goodman:

I was sorry that the information about Scott, Foresman's ESL publishing efforts did not reach you in time to be included in the survey for the *TESOL Newsletter*.

Scott, Foresman is one of the largest educational publishers in the country, so large that we publish separate catalogs aimed at a variety of customers. I have enclosed three of them, so you can see that materials for adult education and GED are only a very tiny part of our publishing efforts. (The College Catalog, by the way, is one of six aimed at the college market. Scott, Foresman's College Division publishes materials in business, economics, history, political science, psychology, mathematics, and many other fields.)

Scott, Foresman publishes a wide variety of ESL materials, including:

title	age	level*	no. of titles
<i>My English Book Series</i>	3-6 yrs.	beg.	12
<i>I Like English</i>	5-12 yrs.	beg.	30 +
<i>English for a Changing World</i>	12 yrs. & up	beg.	25 +
<i>English in Tune</i>	H.S./adult	beg.	20 +
<i>Toward American English</i>	college	adv. beg.	4
<i>English That Works</i>	H.S./adult	LEP/ESP	13
<i>Basic Composition for ESL</i>	college	adv. beg./int.	1
<i>Body English</i>	H.S./adult	adv. beg./int.	2

* beg = beginner; adv. beg. = advanced beginner; adv beg / int = advanced beginner/intermediate

We also publish two activity/workbooks for the elementary-school ESL teacher: *EFL/ESL Poems and Fingerplays* and *Let's Learn English*.

In addition, since your survey was done, Little, Brown and Company has merged with Scott, Foresman. The more than twenty titles described in the enclosed Little, Brown catalog are now distributed by Scott, Foresman. In the future, they will carry the Scott, Foresman copyright.

I hope that the information about Scott, Foresman can be clarified in a future issue of the newsletter. I know that you were concentrating on college product, and I realize that you counted a multi-volume program as a "text," but as we publish or distribute more than 150 separate ESL titles, it's odd to see us listed as publishing only four.

Mary Jane Maples
Scott, Foresman and Company
1900 East Lake Avenue
Glenview, Illinois 60025

Continued on page 30

Briefly Noted

BRITISH COLUMBIA EDITOR RECEIVES U.S. AWARD

Joan Acosta, editor of *The Westcoast Reader*, was selected in March 1987 as a grand award recipient of the "Leaders of Readers" Recognition Award sponsored by *Family Circle* magazine and the Council for Periodical Distributors Associations (CPDA).

The Leaders of Readers Award recognizes individual grassroots efforts to fight illiteracy and create a society of active readers. *The Westcoast Reader* also received \$5,000 U.S. from CPDA to further the work of the newspaper.

The Westcoast Reader is a four-page tabloid newspaper for people who are learning to read. It is published monthly and functions with the cooperation of *The Vancouver Sun* and *The Province* in British Columbia.

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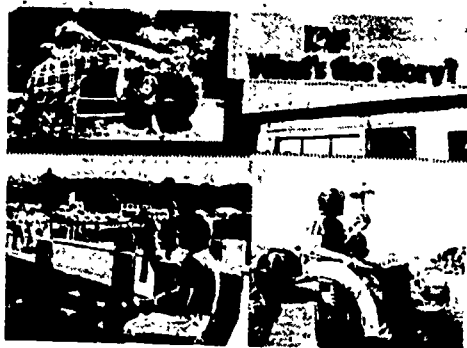
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JOAN MORLEY, editor

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TESOL's *Coming of Age* Conference

by Ronald Eckard
Western Kentucky University

A party atmosphere pervaded the convention as TESOL celebrated its 21st birthday with the theme "Coming of Age." It was a time for Harold Allen, TESOL's very first president, to recount TESOL's beginnings and early years; a time for James Alatis, TESOL's first executive director, to review the current status of TESOL and to forecast a bright future for the organization he has seen grow from a membership of 350 in 1966 to a membership of more than 11,000; a time for old friends to meet at poolside for sun and memories; a time for TESOL affiliates to gather on the beach or on both sides of the volleyball net. The mayor of Miami, in his welcoming speech, promised the convention goes five days of beautiful weather. He kept his promise. For those who tired of too many convention sessions, there was always the beach, the swimming pools, the boardwalk, and the surf. Thus the celebration continued inside and outside the Fontainebleau Hilton Hotel from April 21 to 25.

Despite the rounds of parties, the necessary business meetings and legislative sessions, the impressive exhibition by the publishers, and the busy job placement center, the heart of the convention was individual paper presentations, demonstrations, colloquia, and workshops. According to the 300-page program guide, 58 of the 500+ sessions dealt with methodology and teacher training; 57 were about curriculum or materials development; 50 had to do with composition/writing; 45 were concerned with second language acquisition; and 36 focused on reading or literacy. Other major topics that were well represented at the convention included program administration, computer-assisted instruction, discourse analysis, sociolinguistics, and testing. Of course, there were numerous others as well.

If one were to characterize the major themes or emphases of these presentations, one could say that language teaching today is highly interactional, learner-centered, and life related.

Peter Strevens, who presented a major address, pointed out that all language learners have a reason for wanting to learn a particular language. It is up to the teacher to make an inventory of the students' interests and to use this inventory in designing activities, tasks,

projects, games, simulations, and roleplays that are directly related to the students' interests.

Wilga Rivers, agreeing with Strevens, explained how students can be involved in small-group projects to create interactional situations. According to Rivers, "Interaction is the central activity for which language is used in human relations."

Strevens, Rivers, and others also emphasized that students should be involved in planning the curriculum. Lise Winer, for example, explained how she designed a specific course syllabus after learning that her students wanted to know more about sharks. All the students read the latest research on sharks, and one group prepared a proposal for a grant to further their research. Another group was assigned to study and discuss the proposal and then respond in writing to the applicants, giving their rationale for either accepting or rejecting the grant proposal.

Administrators at Columbia University's EFL program reported a dramatic increase in both enrollment and student interest when they changed from a 14-week course with a grammatical syllabus to three- and four-week sessions with an ESP focus. When their students take a walking tour of New York's Central Park, for instance, the science students focus on the ecology of the park, while others study either the history or the social uses of the park. Detailed packets of worksheets are available for each project.

At Harvard University, in the meantime, the emphasis for some of the students is on business case studies. To enter the highly competitive business project, each student must make a formal application and pass a personal interview, much like a job interview. If they are accepted, they read and study financial records, sales reports, and personnel files before making recommendations for changes in a particular company. These advanced language learners work in small groups to study and make suggestions for the most effective ways to make the recommendations. The culminating activity is a simulated business meeting in which students make a formal presentation that is videotaped. Peer evaluation and self-evaluation are used to critique the

presentation.

Communication and interaction were also major concerns in the presentations on teaching composition and listening skills. Although "process" was still the key word in all the composition discussions, it is the process of communicating that was emphasized—the writer communicating to the reader and the writer using self-reflection and interaction with peer writers in order to make valid choices about content, form, and format. The presentations on listening comprehension often focused on developing effective listening strategies and techniques for asking for clarification or restatement.

Melanie Schneider and Jerri Willett set their workshop participants to the task of studying various interactional techniques right at the convention site. After discussing several ethnographic approaches, participants positioned themselves in the lobbies and hallways of the Fontainebleau Hotel for thirty minutes to observe and record different types of personal interaction between unsuspecting conventioners. Afterward they reassembled to compare their findings and to suggest ways of adapting this method to language classes.

In addition to the myriad of practical demonstrations and workshops, the convention included a meeting of the Legislative Assembly during which two official resolutions were adopted. The first one called for institutions of higher education to grant degree credit for courses in ESL/EFL. The second resolution, more powerfully worded, recognized "the right of all individuals to preserve and foster their linguistic and cultural origins" and resolved "that TESOL oppose all measures declaring English the official language of the United States."

About the author: Ronald Eckard is the director of ESL and TESL programs at Western Kentucky University and has served as *TN's* book review editor over the past five years. He writes periodically for the *EFL Gazette*.

Note: Reprinted with permission from the *EFL Gazette*, June 1987. Persons interested in an annual subscription to the *Gazette* (12 issues at \$27 U.S. or £16.92 U.K.) should write to: *EFL Gazette*, Abbott House, 1/2 Hanover Street, London W1R 9WB, England.

Continued on page 24



TESOL '87 Conference

Continued from page 23

Affiliate and IS Councils Elect EB Nominees

At their respective meetings at TESOL '87, the Affiliate and Interest Section Council each elected three nominees to stand for election to the TESOL Executive Board for 1988-1991. The names of these affiliate and interest section nominees will be added to the slate being prepared by the TESOL Nominating Committee.

From the Affiliate Council the nominees are Donald Byrd (New York State TESOL), Ernest Hall (British Columbia TEAL), and "Tippy" Schwabe (California TESOL).

The Interest Section Council nominees are Fred Genesee (Research IS), Joyce Namde (Adult Education IS), and Cao Anh Quan (Refugee Concerns IS).

1987-88 Nominating Committee

The members of the Nominating Committee are D. Scott Enright, chair, J. Wesley Eby (Arizona TESOL), Sarah Hudleson (ESOL in Elementary Education IS), Linda Tobash (New York State TESOL) and Dennis Terdy (Adult Education IS). The affiliate and interest section representatives on the Nominating Committee are elected by the TESOL Legislative Assembly from the slates prepared by the Affiliate and Interest Section Councils. The chair is appointed by the Executive Board from among the members of the immediately previous Nominating Committee.

Althia Blackman Wins SF Grand Prize

Just ask Ms. Althia W. Blackman what made life BEARable at TESOL '87 in Miami Beach. Ms. Blackman, a teacher at the Playschool English Club in Fort-de-France, Martinique, won the Grand Prize at the Scott, Foresman



Althia Blackman (left) with Eileen Peters, manager of Promotion, Customer Service and Operations at Scott, Foresman.

booth. The lucky winner walked off with a five foot, white stuffed bear—part of Scott, Foresman's promotion for its *My English Book Series*, a preprimary English as a Second Language (ESL) program.

Ms. Blackman has taught at Playschool, a private school with approximately 400 students, for three years. According to Playschool Directress Maryse Francois, the school opened five years ago as the first English school of its kind in Martinique to teach English to children from the age of four years.

by Robin T. Watson
Scott, Foresman and Company

1987 Convention Preregistrants Respond to Area-of-Work Survey

On the 1987 TESOL convention preregistration form, participants were again asked to check off their area of work in ESOL. Approximately 88% of the preregistrants responded to that survey. In the breakdown below, the figures in the 1987 column show the number of times preregistrants indicated one of four areas of work, and the number in the parentheses

represents the same number as a percentage of the total responses. In a similar survey for TESOL '86 in Anaheim, only the percentages are reported.

Preregistrants' Areas of Work	In 1987	In 1986
Pre- and Elementary School	508 (16%)	(10%)
Secondary School	508 (16%)	(16%)
College or University	1,449 (46%)	(51%)
Adult Education	716 (22%)	(23%)
Total Responses	3,181 (100%)	(100%)

Continued on page 25

More on TESOL '87 in the October TN

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Wilga M. Rivers, Editor

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TESOL COURTESY AND CONTENT RESOLUTIONS 1987

Seven courtesy resolutions and two content resolutions were passed at the Legislative Assembly on April 24, 1987 in Miami Beach. The first of the content resolutions, "TESOL Resolution on Language Rights," was printed in the June issue of the *TN* and it therefore does not appear below.

RESOLUTION ONE

Whereas Joan Morley, our President, abandoned her hearth and home frequently to affiliate with thousands of educators and educate dozens of affiliates, and

Whereas she converted her home into a treasury of TESOL tasks, stacked high and wide, all of which only she could have ever completed, and

Whereas she has given to us the gifts of her warmth, energy, unflappable and guiding direction, inspiring us to follow her lead whether it be on two legs or one, and

Whereas her two decades of TESOL expertise have been enveloped with uncommon love for each and every person in our field,

Be it therefore resolved that Joan Morley be buoyed by the compassion we reflect back upon her and the family and friends who wait in Michigan, and

Be it further resolved that Joan accept into her heart our immense gratitude for having taught us the true meaning of "goodness in action" not only this year but for the past score-plus-one years.

RESOLUTION TWO

Whereas Charley Blatchford, our current Past President, has rendered unto TESOL five-plus years of direction, leadership and guidance, and

Whereas Charley has amused, amazed, and dazzled, leading us to unexpected heights and sights from TESOL's adolescence to its majority, and

Whereas Charley has, with wit and charm, provided us with creative and innovative leadership,

Be it therefore resolved that TESOLers remove their T-shirts and tip their caps in a loving salute to our Past President, and

Be it further resolved that Charley carry our sincere gratitude with him as he continues to smile with those he cares about and those he teaches, as we who care and who are taught smile with him.

RESOLUTION THREE

Whereas Michele Sabino who, as Second Vice President, provided for our twentieth reunion in California and gave this additional year of service to the Executive Board, is completing her term of office, and

Whereas she has enriched our professional lives by her own zeal and charm most real,

Be it therefore resolved that Michele accept our most genuinely offered thanks for her gifts to TESOL and for her weeks away from Rachel and her Houston "beat" and

Be it further resolved that Michele take with her the knowledge that TESOLers appreciate and recognize the footprints of leadership she has imprinted on "the coast" and "this coast" in our behalf.

RESOLUTION FOUR

Whereas Lydia Stack has demonstrated her superior ability to plan, organize, and conduct a TESOL conference second to none, and

Whereas Sarah Hudelson has kept it together, "chilled out," as Miami's say, serving as associate chair, efficient in mustering and directing the wealth of resources in the Dade County area,

Be it therefore resolved that the TESOL membership, having huddled together and stacked up their gratitude, now offer it to our selfless colleagues, and

Be it further resolved that Sarah and Lydia note in the program of their lives that TESOL is enriched by the tropical fruit of their labors.

RESOLUTION FIVE

Whereas 'Twill be the day after TESOL and throughout Flamingoland the whole local committee will be out on the sand margaritas in hand thinking: wasn't it grand!

Later these hard workers all will collapse in their beds flashes of bags, books, badges and balloons swirling in their dream-filled heads.

All the bookbags will've been packed in suitcases with care in hopes that another conference soon we will share.

As we board our planes to be on our way with the fondest of memories we'll look back and say—
Thanks, local committee, in a very big way! and

Whereas Richard Firsten, Mercedes Toural and Reina Welch, the local co-chairs, and Jim Stack, assistant to the chair, have courted the hotel, written guidebooks, moved A-V equipment, coordinated events, and performed their herculean tasks with efficiency, calmness, and unity, and

Whereas all of the members of the local committees, from A-V to volunteers, have offered TESOL the tang of key lime, the flash of art deco, the warmest of our Florida friendliness, the excitement of virtue, and tropical indulgences (not vice)

Be it therefore resolved that the local co-chairs and every committee member take back to their homes the admiration and appreciation of each of the 4000 attendees at the conference that YOU planned for them.

RESOLUTION SIX

Whereas Alice Osman, as editor of the TESOL Newsletter, created for us a new piece of literature, conceived with innovation expanded in vision, and imbued with variety and information, and

Whereas Alice has woven a rich fabric of words, the product of sleepless weekends, a.m. calls, and tired eyes,

Be it therefore resolved that Alice permit the TESOL membership to stop its presses to headline our appreciation for all that her labor has brought in assistance, and

Be it further resolved that Alice Osman accept our best wishes for a fruitful adjustment to life without deadlines and with a large circulation of rejuvenating leisure.

RESOLUTION SEVEN

Whereas Carol LeClair has served TESOL throughout its entire lifetime as
the pillar of the central office
the calm in the storm
the keeper of the purse
the oasis on the phone
the font of all procedural knowledge
the pinnacle of perseverance
the princess of patience
the oiler of the TESOL machinery
and the co-signer on your membership dues checks, and

Whereas Carol has been an instrument for smoothness at headquarters for as long as TESOL has existed,

Be it therefore resolved that Carol file into her life's vault the heartfelt and long-lived gratitude of the TESOL membership which she is partially responsible for developing, and

Be it further resolved that the next adventurous stage of her life be as fulfilling to her as this TESOL stage has been appreciated by us.

Resolution on Granting Credit for ESL in Institutions of Higher Education

Whereas large numbers of non-native English speaking students have been accepted into institutions of higher education in English speaking countries, and

Whereas these students are generally required to take English as a Second Language (ESL) courses as a part of their academic program because they have demonstrated need for additional learning opportunities to be able to do successful competitive work with native speakers of English, and

Whereas the material studied in these ESL courses demands the highest level of second language proficiency, including knowledge of contrastive phonetic, syntactic, semantic, rhetorical information (studies that do

not equate with remediating first language skills), and

Whereas these non-native English speaking students deserve to earn academic credit for their study of English as a second or foreign language, just as native English speaking students earn credit toward the college/university/postsecondary degree for their language study and for courses in linguistic analysis, and

Whereas receiving credit for ESL is likely to increase student motivation and performance in these courses, and

Whereas these students may be required to take a minimum number of credits in order to be considered full time students,

Therefore be it resolved That TESOL recommends to institutions of higher education that they grant credit toward the college/university/postsecondary degree to non-native English speaking students for their study of English as a second or foreign language and

Be it further resolved That TESOL make this resolution known to its members through publication in its newsletter, and

Be it further resolved That TESOL send copies of this resolution to appropriate academic officers, administrators, and faculty in institutions of higher education upon the request of TESOL members.

Adopted at TESOL Legislative Assembly
April 24, 1987

TESOL GRANTS AND AWARDS

The Awards Committee of TESOL is pleased to provide information about current awards and grants. Deadlines for award applications vary so please make special note of the deadline for the award you are interested in. Only members of TESOL are eligible for awards, but membership may be forwarded at the time of application. Recipients of TESOL awards and travel grants are not eligible to win the same award twice.

Letters of reference should be sealed by the writer, then signed by the writer across the sealed flap. The applicant should forward these letters along with all other documents. Requests for multiple copies of documents do not include letters of reference. Send only originals, sealed and signed as directed. *Only applications with all required documentation will be considered.*

Some awards are cosponsored by TESOL and a donor—Newbury House Publishers, Inc., a division of Harper & Row, and Prentice Hall Regents Publishing Company. Other awards and travel grants come from TESOL funds and the interest on TESOL funds. Perhaps you have noticed that you have the opportunity to contribute to the General Awards Fund when you register for a TESOL convention or when you pay your annual dues. These contributions go to support the Ruth Crymes Memorial Fund, the Albert H. Marckwardt Fund and the General Awards Fund. We encourage you to contribute whatever amount you can afford whenever you write to the TESOL Central Office, identifying the fund you want it to support.

This year the committee is pleased to announce two new awards, the James E. Alatis Award for Service to TESOL and the Mary Finocchiaro Award. The Mary Finocchiaro Award, however, will not be awarded until the fund has been firmly established. Please send whatever you can to help support these awards.

The Albert H. Marckwardt Travel Grants

Purpose: To assist graduate students traveling to a TESOL convention.

Amount: About \$250 U.S. and convention registration is waived by TESOL.

Who's Eligible: Graduate students who are enrolled in a program preparing individuals to teach English to speakers of other languages and who are not eligible for USIA/IEE Travel Grants.

Criteria: Applications will be evaluated on the basis of your involvement in and commitment to ESL teaching and the profession, scholarship, personal attributes and financial need.

To Apply: Send the following items to the address below:

- a letter of application stating your name, mailing address, institution and program of study. Please include courses completed, in progress and to be taken.
- a brief biographical summary including your—

ESL teaching experience
Service to and involvement in any local, regional, national or international ESL/TESOL activities
career plans upon completion of your study
current financial situation.

Supporting Documentation: Ask your supervising faculty member to send a letter of recommendation including information about your scholarship, your personal attributes and your program of study; the address below.

Additional Comments: The Albert H. Marckwardt Memorial Fund was established and is maintained through your contributions.

Date Due: December 1, 1987.

Send to: Marckwardt Travel Grants Selection Committee
TESOL Central Office
1118 22nd Street N.W., #205
Washington, D.C. 20037, U.S.A.

James E. Alatis Award for Service to TESOL

Purpose: To acknowledge outstanding and extended service by TESOL members at international, regional, and local levels.

Award: A commemorative symbol presented to the recipient at the TESOL convention awards ceremony and the recipient's name placed on a large plaque in the TESOL Central Office. One award will be presented each year.

Who's Eligible: Any TESOL member. A person considered for this award will possess the following attributes:

- a genuine and long-lasting vision of what TESOL is and can be
- ability to combine professional and administrative roles in TESOL
- ability and desire to represent and promote TESOL
- efficiency
- personal dynamism
- good cheer

To nominate: A TESOL member, Affiliate, Interest Section, or any other TESOL group submits a letter of nomination to the TESOL Central Office.

Supporting Documentation: A letter of nomination describing the candidate in terms of the attributes listed above and an itemized description with dates of the nominee's service to TESOL.

Additional Comments: The first award was established on April 24, 1987, to honor James E. Alatis for his twenty-one years of dedicated service as TESOL's first executive director.

Date Due: December 1, 1987.

Send to: James E. Alatis Award Selection Committee
TESOL Central Office
1118 22nd St. N.W., #205
Washington, D.C. 20037, U.S.A.

The TESOL Research Interest Section/Newbury House Distinguished Research Award

Purpose: To recognize excellence in any area of research on language teaching and learning.

Amount: \$1,000 U.S.

Who's Eligible: Anyone who has done the following:

- completed a research project, and
- has not submitted the manuscript for publication, and
- submits the final manuscript for review by the deadline listed below.

Criteria: Manuscript will be evaluated on the basis of the following criteria:

- a significant research problem in the field of TESOL
- clear statement of theoretical issues and research questions
- evidence of sound research design and methodology
- clear analysis of the data
- persuasive interpretation of results and conclusions
- clarity of writing

To Apply: Send the following items to the address below:

- two anonymous copies of the previous/unpublished manuscript. It should be no longer than 30 pages and it should be prepared according to the current TESOL Quarterly specifications.
- Eight anonymous copies of a minimum 400-, maximum 500-word abstract. (Initial screening will be done on the basis of this abstract.) The following must be included in the abstract—

statement of the problem
statement of the research question
description of design and method
outline and interpretation of results
major conclusions

- 3 x 5 card with your name, address, affiliation, telephone number (both home and work), and the title of the paper.
- a fifty-word bio-data statement.

Supporting Documentation: none.

Additional Information: The money for this award is donated by the Newbury House Publishing Company.

Date Due: November 1, 1987.

Send to: RIS/NH Research Award Selection Committee
TESOL Central Office
1118 22nd Street N.W., #205
Washington, D.C. 20037, U.S.A.

Mary Finocchiaro Award

The Mary Finocchiaro Award has been established to recognize excellence in the development of pedagogical practices and materials. It will be awarded to a TESOL member who has written or done something with a significant classroom application. More information will be released about this award at a later date.

The TESOL/Newbury House Award for Excellence in Teaching

Purpose: To honor a teacher who is considered by his/her colleagues to be an excellent teacher.

Amount: \$1,000 U.S.

Who's Eligible: Any member of TESOL whom you consider to be an excellent teacher. The person you nominate must be a member of TESOL and must have at least five years of experience in the ESL classroom.

Criteria: The materials and testimonies submitted will be read for evidence of the nominees' adjustment to their teaching situation and their students and of their ability to motivate and encourage students as well as engage them in productive and challenging learning. Effective lesson strategies and fair evaluation techniques are all found in superior teaching. Nominees should also be able to serve their students outside of the classroom in social and personal ways. Their involvement in the community and with their colleagues will be examined as well. Continuing professional development indicates a desire to improve and expand.

To Nominate: The nominator must be a TESOL member who has seen the nominee (another TESOL member) teach. You must write a letter of nomination which describes the class observed, telling why it was a thrill to watch and an accomplishment to be recognized. What suggests to you that an excellent lesson you witnessed and described was not a once-in-a-lifetime event? Include other information you know of personally which convinces you that the nominee is the kind of teacher who should be recognized internationally as one who is achieving excellence.

Supporting Documentation: The nominator should send the following information to the address listed below:

- letters from five other people who can write about the nominee giving information relevant to the forenamed factors as well as others pertinent to the teaching situation. Letters might come from a student, a parent, a colleague, a community person, a professional in another geographic area who knows the nominee, a former superior or an administrator.
- a statement from the nominee of no more than 250 words on the nominee's view of excellence in teaching as it applies to his/her teaching situation and students, or a description of his/her most successful class and the following:
 - A biographical sketch, including his/her education and how it is that he/she became a teacher.
 - An outline of his/her professional development. Here, indicate his/her teaching experience, workshops he/she has given and committees on which he/she has served, his/her plans to continue learning about teaching and other creative endeavors or activities which enhance his/her teaching.
 - A brief statement of his/her school activities other than classroom teaching.
- A letter from his/her immediate supervisor.

Additional Comments: The funds for this award are donated by the Newbury House Publishing Company, a division of Harper & Row, New York.

Date Due: December 1, 1987.

Send to: TESOL/NH Excellence in Teaching Award Selection Committee
TESOL Central Office
1118 22nd Street N.W., #205
Washington, D.C. 20037, U.S.A.

The United States Information Agency/Institute of International Education (USIA/IIE) Travel Grants

Purpose: To assist graduate students traveling to a TESOL convention within the U.S.

Amount: About \$250 U.S. and convention registration is waived by TESOL.

Who's Eligible: Graduate students from countries outside the United States currently pursuing a course of study in the United States. You must be enrolled in a program preparing individuals to teach English to speakers of other languages. You cannot be receiving either travel or academic expenses from the U.S. government, but you may be receiving partial support from other sources. If you have received this award before, you are not eligible. If you are eligible for this travel grant, you are not eligible for the Albert H. Marckwardt Travel grant. All names submitted are screened by the IIE for eligibility.

Criteria: Your applications will be evaluated on the basis of your involvement in and commitment to ESL teaching and to the profession, your scholarship, your personal attributes and your financial need.

To Apply: Send the following information to the address below:

- a letter of application stating your name, U.S. mailing address, institution, program of study, home country and institutional affiliation (if any) in that country. Include a brief biographical summary of any ESL teaching experience you may have had, your service to and involvement in local, regional, national or international ESL/TESOL activities, your career plans upon completion of your study and your current financial situation. (Be sure to state whether your education and/or living expenses in the United States are being funded by a source other than you or your family. If so, by whom and to what extent?)

Supporting Documentation: Ask a faculty member to send a brief letter of recommendation on your scholarship, personal attributes, and course of study to the address below.

Additional Comments: These funds are provided by the USIA and the amount available varies from year to year. Applicants are advised that delays may occur in the release of these funds; notification may be received only a week or two in advance of the convention.

Due Date: December 1, 1987.

Send to: USIA/IIE Travel Grants Selection Committee
TESOL Central Office
1118 22nd Street N.W., #205
Washington, D.C. 20037, U.S.A.

The TESOL/Prentice Hall Regents Publishing Company Fellowship for Graduate Study

Purpose: To support graduate studies in the teaching of English to speakers of other languages.

Amount: \$5,000 U.S.

Who's Eligible: Classroom teachers who are presently enrolled or who plan to enroll within the calendar year in a graduate teacher education program which prepares teachers to teach English to speakers of other languages.

Criteria: Applications will be reviewed in terms of your teaching experience, your participation in professional and community activities, your financial need, your reasons for pursuing graduate studies and your description of a classroom-centered plan of your coursework. Preference will be given to those who wish to initiate or finish a master's degree in the teaching of English to speakers of other languages. Studies committed to providing tangible results that can be applied to the classroom are favored.

To Apply: Send five copies of each of the following to the address below:

- your curriculum vitae
- a statement of financial need
- a description of your volunteer service to TESOL, an affiliate, or to other professional or community organizations
- two lesson plans of your ESL teaching
- a statement of the purpose of the study (no more than five pages). Describe what is to be done, why, what previous work makes it likely that the project will be completed and that you are competent to undertake the project. Comment on what influence or aid the completed project will be to your instructional setting and to the profession. Mention the institution where the work will be done and the advisor under whom you plan to study.

Supporting Documentation: Ask a colleague, a professional who is well acquainted with your classroom performance, your professional activities and your scholarship to write a letter of recommendation on your behalf. Have that person send it directly to the address below.

Additional Comments: The funds for this award are donated by the Prentice Hall Regents Publishing Company of New York. If you win this award, you will be expected to present the results of your study or project at a TESOL convention within three years from the date of receipt.

Date Due: December 1, 1987

Send to: TESOL/Prentice Hall Regents Company
Fellowship Selection Committee
TESOL Central Office
1118 22nd Street N.W., #205
Washington, D.C. 20037, U.S.A.

The Ruth Crymes Fellowships to the TESOL Summer Institute

Purpose: To support a teacher who wishes to attend the TESOL Summer Institute and spend the summer renewing and expanding abilities.

Amount: The amount varies according to the cost of tuition, room and travel and the money available. Some years more than one fellowship may be awarded.

Who's Eligible: Classroom teachers and teacher trainers/supervisors.

Criteria: Selections will be made on the basis of your reasons for wishing to attend the TESOL Summer Institute, your participation in and on behalf of TESOL or other similar professional organizations and your professional preparation, goals and experience.

To Apply: Send the following items to the address below:

- five copies of a personal statement describing your reasons for attending the TESOL Summer Institute, especially noting the ways in which it will enhance your teaching on return to the classroom. Please include your professional goals.
- five copies of your curriculum vitae. Be sure that your profession preparation, work experience and service activities for TESOL or other professional organizations are noted.

Supporting Documentation: Ask two professionals who are well acquainted with your classroom performance and your professional activities to write letters on your behalf to the address below.

Additional Comments: The Ruth Crymes Fellowship Fund was established in memory of Ruth Crymes, one of TESOL's most active and devoted members who died in a plane crash en route to TESOL 78 in Mexico City. The award was established in 1981.

Date Due: January 15, 1988

Send to: Ruth Crymes Fellowship Selection Committee
TESOL Central Office
1118 22nd Street N.W., #205
Washington, D.C. 20037, U.S.A.

Briefly Noted

CROSS CURRENTS

Cross Currents is a biannual journal of language teaching and cross-cultural communication published by the Language Institute of Japan. The current issue (volume XIII, no. 2) includes, among others, articles by George Jacobs (Using Humanistic Techniques in Writing Class) and Su-ying Yang (A Comparison between Chinese and American Cultures in Forms of Address, Greetings and Farewells, and Compliments). In addition to innovative classroom activities noted in "Bright Ideas" and book reviews, this issue also contains a series of articles on teaching in the developing world. Manuscripts are currently being solicited for future issues. Please address all correspondence to: *Cross Currents*, Language Institute of Japan, 4-14-1 Shiroyama, Odawara, Kanagawa 250.

1987 TESOL Awards Winners Announced

TESOL/Newbury House Distinguished Research Award Goes to Lynn M. Goldstein

Research into the nature of language learning and teaching is vital to the development of our profession. The generosity of the Newbury House Publishing Company, a division of Harper & Row, makes it possible each year for TESOL to recognize one researcher who had made a significant contribution to our field of study.

The 1987 award recognizes Lynn M. Goldstein of Monterey Institute of International Studies, Monterey, California. Her work includes research in composition, sociolinguistics, and second language acquisition.

She has made numerous presentations at regional and national conferences.

Lynn received her doctorate from Teachers College, Columbia University, and is currently an assistant professor of applied linguistics/TESOL.



Lynn M. Goldstein

Judy Yaron Recipient of the TESOL/Newbury House Award for Excellence in Teaching

The TESOL/Newbury House Award for Excellence in Teaching recognizes the teacher who exemplifies those qualities associated with excellence in the language classroom—skillful teaching, student and community involvement, continued professional development, and sharing information with colleagues.



Judy Yaron
The 1987 award honors Judy Yaron of the Ben Zvi Junior High School in Kfar Saba, Israel. For the past

twelve years, Judy has taught both in private institutions and in public schools in Israel. She is presently teaching EFL. Of the four classes she teaches three consist of socially disadvantaged and special education children.

For the past two years, Judy has participated in developing a project for teaching English LEP learners. The success of the project, involving international understanding in the classroom, has resulted in her school being accepted as a member of the Associated Schools Project of UNESCO.

Although teaching consumes all of her time at present, she hopes to go back to school for her master's degree in educational technology.

TESOL/Prentice-Hall/Regents Fellowship Awarded to Lynn M. Goldstein

The story of Lynn M. Goldstein, winner of the TESOL/Prentice-Hall/Regents Fellowship,

appeared in the June issue of *TESOL Newsletter*.

Three Albert H. Marckwardt Travel Grantees

Three graduate students received the Albert H. Marckwardt Award to aid their travel to the TESOL convention. The 1987 grantees are:

Julia S. Austin is a graduate teaching assistant in the TESOL masters program at the University of Alabama. While completing her M.A. in Literature several years ago, Julia was recruited to teach freshman composition to non-native speakers. Her interests and career plans began to change almost immediately. After she completes her ESL degree, she plans to teach for a few years before pursuing her Ph.D.

Francis Griffin taught ESL classes in Texas and Kansas before beginning work on her M.A. in TESOL at Oklahoma State University. She has been active in OKTESOL, helping with

workshops for ESL volunteers and with the regional newsletter. After graduating this May, she hopes to have the opportunity to teach in Japan. This will be her first national TESOL convention.

James Sayers also anticipates graduating in May and is interested in pursuing his profession in Southeastern Asia. A former teacher to Native American students in Utah, James implemented many TESOL techniques before actually coming to the TESOL classroom. He has worked consistently to bring attention to the needs of these special L2 learners, both in and out of the classroom. James is currently enrolled in the TESOL M.A. program at Northern Arizona University.

12 Graduate Students Receive the United States Information Agency/Institute of International Education Travel Grants

The USIA/IEE Travel Grants are awarded to students from countries other than the U.S. who are pursuing a graduate degree in TESOL at a U.S. institution and who wish to attend the TESOL convention. This year's twelve recipients come from eight different countries.

Giovanni Bannardo is currently a student at Ohio University. Giovanni has been the recipient of Fulbright and British Council Fellowships, has studied at the Universities of Edinburgh and Kent as well as at the Davies' School in London, and has served as teacher

trainer and research collaborator in Italy before coming to the U.S. to study.

Devashree Chattopadhyay, a native of India, is presently working toward a doctoral degree in TESOL in the Linguistics Department at SUNY, Stony Brook, New York. She teaches several classes in composition, word structures, and second language acquisition. Upon completion of her degree, she plans to return to India to structure ESL programs and to teach.

Continued on next page

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Maria Dantas of Brazil has a teaching assistantship at Northern Arizona University where she is pursuing an M.A. in TESL. During the past year, she has presented several papers on second language acquisition and cross-cultural communication and has been active in AZ-TESOL. Before coming to the U.S. to study, she taught and was a curriculum designer at *Horizon English Courses* in Rio de Janeiro.

Magali Duignan, also from Brazil, taught EFL oral, writing, and reading skills for eight years before coming to SUNY, Stony Brook, to obtain her master's degree in Applied Linguistics (1984). She presently coordinates the ESL reading program and teaches ESL adult education at Stony Brook. She plans to use her doctoral research on reading comprehension processes in her teaching when she returns to Brazil in 1988.

Araya Niemloy, an active TESOL member, attended the 1986 convention in Los Angeles and presented a paper in that same year to the San Diego Regional TESOL conference. Before becoming a doctoral student at Stanford University, Araya participated in an English Teacher Development Program in Australia and helped prepare a Thai-English audio language course for children. After graduation, she plans to return to Thailand to teach English at the university level.

Anne Christine Nutall is a British student enrolled at San Francisco State University in the M.A. program in TESL. At the age of twenty-six Christine has already taught in Spain and China. In addition, she has established a co-operative language school of her own which is now in its fifth year and employs six full-time teachers for almost four hundred students.

Di Pei-xian (Betsy), a teacher of English for twenty-two years at Xi'an Foreign Languages Institute in China, is currently pursuing a degree in the TESL Certificate Program at Brigham Young University. She is a member of Shaanxi Translation Association and the Shaanxi Audio-Visual Education Association. She is a member of I-TESOL. After graduation this spring, she plans to go to Japan to teach English and Chinese for a year before she returns to China.

Mangie O. Rakale is from Mmabatho, Bophuthatswana, South Africa. She is currently a graduate student in the MATESL program at the University of Washington in Seattle. Before coming to the U.S. to study, she taught at Patshima High School in a rural area of her country. She plans to focus her studies on curriculum development so that she can help to update the educational system in her country on her return.

Lixing Tang is a native of the People's Republic of China where he is affiliated with Shanghai Teachers University. He began his career as an English teacher in 1968 at the secondary level and was teaching at the university level and supervising student teachers in 1984 before he came to study for a doctoral degree at New York University. He is a member of the China TESOL Association, Shanghai Foreign Language Association, and International TESOL.

Adelaide de Oliveira and Janet Lanier Are Winners of the Ruth Crymes Fellowships

The Ruth Crymes Fellowship was established in memory of one of TESOL's most devoted and outstanding members. Each year, this fellowship provides at least one classroom teacher with the funds to attend the TESOL Summer Institute. For the 1987 Institute, two

Glenn Wharton, a native of Britain, taught TEFL at several schools in Spain, from 1977 to 1985, before coming to the U.S. He is currently attending Southern Illinois University at Carbondale where he is both a graduate assistant and a research assistant in the Department of Linguistics. While in Spain, Glenn attended two national TESOL conventions. After graduation, he hopes to obtain a teaching post in Southeast Asia.

Helena Yimking Wong attends Georgetown University as a doctoral student in the Linguistics Department. Her interests are primarily ESL/EST teaching and testing, ESL writing, and contrastive rhetoric. Before enrolling in her current graduate program, she was an instructor at the English Language Teaching Unit of the Chinese University of Hong Kong. Formerly involved in course design, materials preparation, and testing, she plans to return to Hong Kong to devote herself to the further development of programs there.

Yun Zhou is from the People's Republic of China and is currently enrolled in the TESOL graduate program at Brigham Young University. She taught science students and then EFL for three years at Zhejiang University in Hangzhou before deciding to pursue her own education further. When she graduates, she plans to return to her position at Zhejiang University.

TESOL Publications is pleased to announce

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The American Language Institute of the School of Continuing Education of New York University and Language Innovations, Incorporated (LINC) are pleased to announce the inauguration of the annual Fred W. Malkemes Prize

Fred, a member of the faculty of the American Language Institute of NYU for nearly twenty years and an active member of LINC and a member of its board, had many areas of interest. He devoted special attention to helping adults develop listening, speaking and conversational skills; the application of the principles of Sector Analysis to classroom practice; exploring the special nature of teaching English in Puerto Rico and Kenya; developing materials for use in ESOL classrooms for beginning students; adult literacy; computer-assisted language learning.

The prize of \$1000 will be awarded for an article in English published in the two years preceding the submission deadline. While special consideration will be given to articles which explore topics that interested Fred, articles on any topic which make a contribution to our knowledge of teaching and classroom practice are welcome.

Authors, editors, publishers and readers are welcome to submit articles deemed worthy of special recognition. In a cover letter which includes the name(s) of the author(s) and the date and place of publication please remark briefly which special feature of the article, in your opinion, makes it outstanding and appropriate for the Malkemes Prize. Send the letter, together with six copies of the article, to The Malkemes Prize, the American Language Institute #1 Washington Square North, New York, New York 10003, U.S.A. Submissions must be posted no later than November 1, 1987.

All persons professionally associated with New York University or Language Innovations, Incorporated, are ineligible for this award.

Continued from page 21

"STANDARDS FOR A LIVING WAGE": U.S. READER BEWARE

To the Editor:

As many EFL teachers know, cross-cultural communication presents problems that go beyond the language itself. How interesting that even a professional journal in your field should fall into this trap.

I refer to your reprint of Melanie Butler's item from *EFL Gazette*, entitled "Standards for a Living Wage: A Guide to Working Abroad" [TN, April 1987] and more specifically to the entry on France. Unfortunately for your U.S. readers, a number of points in this section are either misleading or unclear, perhaps because of the article's British origins.

The most important of these concerns *Visa Requirements*. "Yes, and take your certificates," claims the article under this heading. We fear that your American readers may assume that a visa is needed and that they can get one. Error: Ms. Butler's British readers belong to the EEC, and as such apply for and receive working papers in France and other Common Market countries as a matter of course. (Assuming they bring their "certificates" along with them).

Not so Americans (and other non-EEC nationals), who must apply for a work permit to the French embassy in their country of origin, and wait to receive the visa before embarking on a teaching career in France. With French unemployment as high as it is, our contacts tell us that such requests are refused more often than not these days. If you are

American, take our word for it: you will *not* be able to straighten things out on site; go through the regular channels first.

Where minimum salaries are concerned, we also found the information rather sketchy, perhaps somewhat dated. You would have done better to consult TESOL-France's annual survey of EFL teachers and working conditions in France (1986 report enclosed herewith). According to our respondents, real accommodation costs are far higher than estimates contained in Butler's article.

Finally, we find the "Other Information" frankly mystifying: there is no such thing as a "metro season ticket," although some compan-

ies can be persuaded to pay part or all of a monthly urban transport pass in Paris. And who in the world are "the growing number of commuters from outside"?

I would be interested in feedback on Butler's article from teachers in other countries. The idea of such a comparison is terrific—but in the case of the country I know best, the results are not accurate enough to be of much real help.

Chris Durban

Advertising Editor, *TESOL-France News*
(& Compiler of Working Conditions Statistics)

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International Education Services, Tokyo, Osaka, Nagoya, Japan invites applications for 1 year contracts for ESL instructors. Students are business people. Requirements: degree in TESL/TEFL and two years teaching experience. For more information send resume and recent photograph to Personnel Director, I.E.S. Shin Taiso Building 10-7, Dogenzaka 2-chome, Shibuya-ku, Tokyo 150, Japan

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Job Notices Information

Institutional and commercial members of TESOL may place 100-word notices of job openings, assistantships or fellowships without charge. For all others, the rate is \$50 per 100 words. For institutional, commercial and non-institutional members, the 100-word limit is exclusive of the contact address and equal opportunity employer/affirmative action designation (EOE/AA) where applicable. Words in excess of 100 are charged at the rate of \$1.00 US per word.

Type ads double space: first list institution and location (city and/or state/province and country); title and/or position; qualifications sought; responsibilities; salary/benefits; resume, references, etc.; application deadline; contact address and telephone if desired; and EOE/AA (where applicable). Do not underline words or phrases; avoid abbreviations. Send three copies five to six months in advance of application deadline* to TESOL Publications, 1118 22nd Street, N.W. (Suite #215), Washington, D.C. 20037, U.S.A. Telephone: (202) 825-4569.

Late job notices accepted provided there is space. Call TN Editor: (602) 523-4913.

*Submit ad by this date	To appear in this issue	Recommended apletn date not earlier than
December 15	February	April 30
February 20	April	June 30
April 20	June	August 30
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University of Alabama, Tuscaloosa, Alabama. Teaching assistantships for English Department ESL courses. Must be admitted to MA-TEFL program. Positions available August, 1987. For information on MA program and assistantships contact: Director of Graduate Studies, English Department, The University of Alabama, Drawer AL, Tuscaloosa, Alabama 35487, U.S.A. Telephone: (205) 348-5065. AA/EOE

Oberlin, Ohio. The Oberlin Shansi Memorial Association wishes to hire an M.A. in ESL to conduct an intensive, month-long (January 1988) training session in EFL and cultural awareness for Oberlin College graduates going to Asia to teach English for two years under the Oberlin Shansi Fellowship program. Experience in EFL training is desirable. Compensation is \$1,500.00 or up, depending on experience and qualifications, housing is negotiable. Apply by October 15. Contact: Carl W. Jacobson, Executive Director, Oberlin Shansi Memorial Association, Wilder Hall, Oberlin, Ohio 44074.

Raytheon Company/Saudi Arabia. This large American company has an on-going requirement for EFL instructors in a military-training program in Jeddah, Saudi Arabia. Minimum requirements are a B.A. degree in EFL or related field and four years teaching experience. A generous compensation package is offered including base salary plus premiums, medical/dental insurance, company savings and investment plan, vacation travel bonuses and company-paid fully furnished housing in a western-style housing community with recreation facilities. Two-year renewable contract. Send resume to Bernard Seward, Raytheon Subsidiary Support Company, 11 Chestnut Street, Andover, MA 01810.

Job Notices

The TESOL Newsletter reports to good faith as a service, the position announcements received. It can make no representation for announcements regarding such positions.

Free Job Listings in Opportunity Bulletin

The *ESL Opportunity Bulletin*, issued bimonthly by the TESOL Central Office, publishes notices of jobs, teachers exchanges and grants at no cost to employers.

Employers should submit notices on a standard form available from the TESOL Central Office as announcements in other formats may be subject to editing for length.

The *Bulletin* is circulated to all subscribers to the Employment Information Service (\$7 per year for members in the U.S.A., Canada and Mexico and \$9.50 for members residing elsewhere; \$15 for non-members in the U.S.A., Canada and Mexico and \$17.50 for non-members residing elsewhere).

For more information about either service mentioned above, please write to: Employment Information Service, TESOL, 1118 22nd Street, N.W. (#205), Washington, D.C. 20037, U.S.A.

Briefly Noted

IIE DIGEST

The *IIE Digest*, a new four-page publication of the Institute of International Education (IIE), highlights the work of the IIE which is the largest educational exchange organization in the United States. The purpose of the IIE is to promote international understanding and development through the exchange of students, scholars, ideas and information.

Interested TN readers may receive the three-times-yearly *IIE Digest* free of charge by writing a request on institutional letterhead to: Dolly Cannon, *IIE Digest*, Resource Development Office, Institute of International Education, 809 United Nations Plaza, New York, NY 10017, U.S.A.

6-PACK ON LEADERSHIP SKILLS

The Greater Washington Society of Association Executives offers a set of six booklets on leadership skills that TESOL leaders may wish to purchase. Topics of the six booklets deal with development of leadership skills, holding successful meetings, improving interpersonal skills, understanding the basics of parliamentary procedure, understanding the basics of public relations and learning about grassroots lobbying. If you would like to purchase this set of material, *6-Pack on Leadership Skills*, send \$11 U.S. in check or money order to the Greater Washington Society of Association Executives, 1426 21st Street N.W., Suite 200, Washington, D.C. 20036, U.S.A.

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March 8-13, 1988

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Teachers of English to Speakers of Other Languages

October 1987



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GIVING AWAY THE POWER

by Joan Klyhn

Professional Development Specialist

Marcel's knowledge of English is good. I see him on the bus in the morning, lost in *Time* or *The Economist*, at the pub in the evening, chatting to just-met English friends. But when he gives a presentation to a group, he reads from his notes and gets flustered by questions. Luis speaks English fluently—with an impenetrable Spanish accent. Not only his accent but all his nonverbal cues are Spanish. From a distance (and even close-by, unfortunately) anyone would say "that man is speaking Spanish." Ticia does not have a problem with her pronunciation or saying what's on her mind, but she comes across brusque and aggressive over the telephone, though her job is in public relations. Koji will not speak unless he is asked to; then he acquits himself well. Massimo is very well spoken, but he does not organize his ideas. They pour out, confusing people. In turn, he always seems to get the wrong end of the stick. He explains: "My hearing is not so good." Helmut is primarily interested in getting corrected by his teacher. In fact, his English is usually grammatically accurate, but it has a stilted sound to it as if he's rehearsing every word he says. Helmut often sounds as if he is talking to himself, rather disconcerting to a listener.

These people, who work for a multinational corporation, have been sent by their managers from their respective countries to England for an intensive, weeklong, advanced English course. They hold various types of jobs: sales, technical, administrative—from clerical to managerial, all of which require (or will require) the ability to communicate effectively in English. This level of language is more than getting by: it means being as productive and efficient in English as in their own language. In other words, it means that Massimo will have to talk less and listen more, that

Ticia will need to put her native good manners to work in English; that Koji will need to make a leap across cultures; that Luis will agree to let go of a bit of his Spanish-ness to make space for some English-ness, and that Helmut manages to convince himself of the advantages of dialogue over monologue. It means that these students need to participate in work-like, life-like situations during the course; presenting, negotiating, debating, and solving problems in small groups, as they normally would at their jobs, and where the teacher observes their ability to accomplish these tasks in English, and gives them feedback accordingly.

Having pointed out these students' needs, I should also point out their individual, notable strengths: Massimo's enthusiasm for learning; Luis's skill at getting a group to work together on a project; Marcel's grasp of the subtleties of British law, politics, and grammar; Ticia's fluency. These students, with their particular range of qualities, belong to a classful of people with many other skills and needs.

How do I run a course that is going to challenge every participant? How can each one go as far as possible toward his or her goals? The answer, I believe, is for students to assume responsibility for their learning in the course. They need to determine what to go for and how, and when to go for it. I need to set up a supportive environment with the tools and information that will best assist them. And the first thing I need to do is to hand over the power.

I can have a lot of control in a classroom. Conscientiously correcting grammar and pronunciation; being a walking dictionary for the correct word, phrase, or structure and the last

Continued on page 3

TESOL NEWSLETTER

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TN welcomes news items from affiliates, interest sections, and organizations as well as announcements, calls for papers, conference and workshop reports, and general information of interest to TESOL members everywhere. A length of approximately 300 words is encouraged for those items except for conference announcements and calls for papers which should not exceed 150 words. Send two copies of such news items to the editor.

Longer articles on issues and current concerns are also solicited, and articles on classroom practices at all learner levels and ages are encouraged. However, three copies are required (one typed original and two photocopies) as they are sent out for review by members of the editorial staff and advisory board before publication decisions are made. Longer articles are limited to 1200 words or five typed pages if double-spaced. In preparing the manuscript, authors are advised to follow the guidelines found in the *TESOL Quarterly*.

Authors who wish to contribute to special sections of the *TN* are advised to send two copies of their items directly to the section editors: Affiliate and Interest Section News: Mary Ann Christison; Snow College; Ephraim, UT 84627 USA Telephone: (801) 283-4021 Ext. 219. Teacher's Bookshelf Reviews (professional books): David Eskey; EDPA; University of Southern California; Los Angeles, CA 90089-0031 Telephone: (213) 743-2463. CLASS-ics (Book reviews of ESL classroom textbooks): Send to Jean Zukowski/Faust (JZ/F) until a new editor is announced for this section. International Exchange: Send to JZ/F until a new editor is announced for this section. It Works: Send to JZ/F until a new editor is announced for this section. On Line: Send to JZ/F until a new editor is announced for this section. Miniatures: Howard Sage; 720 Greenwich Street (4-H); New York, New York 10014. Standard Bearer: Carol Kriedler; School of Languages and Linguistics; Georgetown University; Washington, DC 20057.

Advertising rates and information are available from Aaron Berman, TESOL Development and Promotions. (Address above). For information on submitting job notices, see the job openings page.

Deadlines: For the December '87 *TN* the deadline is October 15, 1987. After that, the deadlines will follow this schedule:

- For the February issue, the deadline is December 1.
- For the April issue, the deadline is February 1.
- For the June issue, the deadline is April 1.
- For the August issue, the deadline is June 1.
- For the October issue, the deadline is August 1.

President's Note

It seems to me that one of the most important functions of a professional association is to provide opportunities for ongoing education and professional development to its members. TESOL does this in a number of ways.

I am preparing this President's Note as members of our organization are returning from the TESOL/IA TEFL Summer Institute, which was held in Barcelona. The Barcelona Institute was noteworthy in a number of ways: it provided an excellent example of cooperation between professional associations, benefiting those who attended with an international educational experience as well. In the course offerings, the Institute allowed for continued growth by inviting experts of diverse backgrounds from around the world. Of particular interest in this Institute was a set of courses designed especially for secondary school and adult school teachers in Spain. At the same time, the Institute also provided a wide range of courses in applied theory and practice of direct relevance to the practicing teachers who attended them and indirectly to their students.

There are a number of other ways in which TESOL helps members to keep current in their field. Our publications are the most obvious examples. The *TN* contains numerous articles about activities, methods, or even approaches to try in the classroom. Although initially intended as an informal educational publication, the issues—especially the supplements dealing with listening comprehension or computer assisted language learning—often are incorporated into teacher education programs. It is not surprising, then, to learn that the 21st Anniversary issue of the *TN*, put together by John Haskell and Alice Osman, has also served, in its entirety, as a text for a summer workshop for teachers. The *TESOL Quarterly* also provides professional development, making research results, book reviews, and other more in-depth analyses of classroom practices available to all, even those who do not have access to an institution that can provide language teacher education.

TESOL's other publications—books on reading, pronunciation, classroom practices in elementary or adult ESL, testing and so forth—are also helpful in that they are written specifically with the teacher of English to speakers of other languages in mind. Attendance at TESOL conventions, where one has the opportunity to listen to changing practice in progress, to learn new techniques in workshops, to review new texts in the exhibit hall,

to be inspired by plenary and other speakers, and simply to share ideas with colleagues from around the world (many of whom have become friends who see one another only this one time a year), is also an important source of ongoing education and motivation. In fact, for teachers with large classes, long hours, and poor salaries, the Convention, and all the local, regional, and national workshops and conventions organized by TESOL affiliates, provides much needed rejuvenation and a reaffirmation of the importance of our work.

TESOL also provides professional development through its committee activities. Here the work of the Professional Standards Committee comes clearly to mind, with the development and dissemination of Core Standards and a process of self-study by which programs can evaluate themselves and plan for the future. The core standards and self-study questions are particularly relevant as they apply to teacher preparation programs because these programs, in a very important way, help set the criteria for determining when teachers are adequately prepared to teach. There are other less obvious ways in which TESOL works, as well. Here I am thinking of a series of recent meetings with staff from the Educational Testing Service in Princeton, New Jersey. ETS contacted TESOL as a group of testing experts were beginning the process of developing a specialty exam for ESOL teachers which will accompany the National Teacher Exam, which is widely used in the United States. Although many of us who have participated in the process are skeptical of a paper and pencil examination to assess teacher competence, we are pleased that our input has been solicited, on a continuing basis, for the test was likely to be developed anyway, given the number of requests for such an exam from many of the US state-level departments of education. These departments assume that if there are already tests for music teachers, mathematics teachers, and language teachers of French, German, and Spanish—should there not also be a test for ESOL teachers?

It was interesting to note the degree of agreement among the TESOL professionals who attended the meeting about the kinds of knowledge that ESOL teachers should have: general linguistics (phonology, morphology, syntax, semantics, and pragmatics, especially as they apply to English); psycholinguistics (language acquisition and development theory); sociolinguistics (especially language use, bilingualism, and code-switching); and

continued on next page

language teaching methods and techniques, as they apply to teaching the four language skills to children and adults; and, of course, a competence in English. Additionally, the group identified the following areas for some attention on the test: evaluation/testing; curriculum and materials; programs and models; cultural awareness and sensitivity; and ESL and the content areas. The test, then, will focus on three main areas: language (linguistics, psycholinguistics, and sociolinguistics); classroom (culture, methods, and evaluation); and educational programs (curriculum, program models, and ESL and the content areas) with a breakdown of approximately 45% each for the first two areas and the remaining 10% for the third.

What other types of professional development should we provide or encourage others to offer? Should we offer continuing education units or some similar type of credit for participation in conventions, workshops, seminars, and institutes? Should we encourage the development of distance learning approaches to providing teacher education? Should there be encouragement of courses by radio or TV which could be provided to teachers throughout a school system or country, especially to provide opportunities to continue growing as professionals for those who are unable to attend a university or institute program? In places where English is only occasionally used, these courses could also serve as sources of comprehensible input to encourage continued acquisition and retention of English skills. Should we encourage institutions to award graduate degrees to those who have completed a certain number of units at TESOL Summer Institutes? In the past, it was possible, in three summers, with sufficient coursework and the development of a thesis, to earn a Master's degree through Antioch College in Yellow Springs, Ohio USA. Should other institutions be encouraged to offer this kind of graduate program?

TESOL provides a great deal of professional development, but there are always ways in which we might serve better. I am interested in hearing some of your suggestions.

JoAnn Crandall

**TESOL Central Office
has a new telephone number:**

(202) 872 - 1271

word on what's "right" or "wrong"; trying to speak clearly at all times; selecting and editing articles before exposing students to them to save them time and possible frustration; providing topics for discussion; setting up and closely supervising activities; repeating instructions to ensure everyone gets them—all of these helpful, teacherly activities can be counter-productive to the advanced ESOL learner. They focus attention on the teacher, site power in the teacher, and discourage responsibility in the student. Many competent professionals feel de-skilled when they struggle to express themselves in a foreign language. Feeling discouraged during a course, some easily regress to a childish state, harking back to schooldays when they looked to an all-powerful teacher. They become teacher-dependent, passive, irresponsible, easily frustrated, and sometimes develop psychosomatic ailments such as impaired hearing, unusual fatigue, and phobic fear of speaking to groups.

The challenge is to provide a scenario that avoids high teacher/low student initiative. Much of the planning, decision making, choice and running of activities, and above all, most of the talking, including feedback, should be done by the students. This "unplanned plan" must be made credible from the first day to students whose pencils are poised over notepads they expect to fill with lists of rules and useful expressions, and who are not going to have the opportunity to do so.

It is essential to set the scene from the start of the course. In a five-day course, a good part of the first half-day is given to personal introductions, goal setting, and small group discussion of how individuals use English, when they feel competent and when they feel inadequate doing so and why. These activities create a sense of community; group interests, group needs, group strengths, common problems—individuals getting to know one another—and introduce the possibilities of sharing expertise. Invariably, certain students already negotiate or present in English, run meetings or use the phone frequently—experiences they can share with others. Some students do work others are interested in hearing about, others have intriguing hobbies. Talking about the benefits of a week in England, one participant vows to learn the rules of cricket once and for all, while another plans to spend spare time seeking antique furniture. Some confess to "terrible" weaknesses in English and find that others claim these weaknesses too. As the group bonds, I fade into the background; I'm there, guiding people to work in pairs, and small groups, and getting them all together from time to time for group reports. I'm also there to tell them the possibilities of the course; what activities, what materials,

what hardware and software are available. There is time to explore the classroom ringed with open shelves of very accessible materials: portable tape recorders, dictionaries, current newspapers and magazines; a TV set and a VCR. Clearly labeled activities are filed according to topic, color-coded for difficulty, and have at-a-glance descriptions of aims/time needed/group size, and so forth. For instance, under the topic SPONTANEOUS SPEECHES, seven types of speeches are listed, with instructions. Classroom seats and tables are not fixed; furniture gets shifted around as groups form and re-form. At the end of this half-day, the ice has been broken; students are ready to take responsibility for their learning. Most accept the teacher as a resource and a support, and are ready to work with, help, and learn from one another. A skeleton timetable is put up at the end of the day; people begin to sign up for different tasks and activities: for instance, we start each day with a news review. Some want to listen to the radio news for comprehension (one member of this group will tape a Radio 3 broadcast before breakfast on his personal radio-cassette.) Others prefer to read the newspaper and discuss the day's hot topics. A couple want to focus on the language of headlines with the help of the teacher. One wants to read an editorial and summarize it to the group.

At times during the days that follow, it is hard to take a back seat, especially when things are not going as well as they could and it looks as if I could set things so easily. It is also hard to stay out of a lively debate when my role is to observe and make language notes for a feedback session. But the English that is pulled out and practiced in solving problems, bashing through pros and cons and keeping a debate from turning into a free-for-all is useful learning for the students. Knowing the teacher is not going to intervene if things go wrong, they are doing more than practicing, they are taking charge of the activity and assuming responsibility for the results. They choose Marcel's pet peeve "Dogs in Flats" rather than Helmut's more businesslike "Company cars as an incentive," but they are carrying out the debate as responsibly as they would a meeting back at work. Instead of leading, I follow students who progress more on their own than with my lead. As well as observing and giving feedback on most activities, I can counsel individuals in brief one-to-one sessions; I can simply listen to Marcel, for example, as he pours out his resentment at being passed over for promotion because his English is not good enough. As long as he resents having to use English on the job, feeling he is being judged for his English rather than his work, he is effectively braking his progress. He realizes this problem and is talking it out. Koji experiences resentment too. He has learned a

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**From the
TESOL Central Office:

The
CALKINS REPORT**

by Richard L. Calkins,
TESOL Executive Director

The summer months, replete with the Iran/Contra hearings and record heat, have passed eventfully in Washington. Similarly, life at TESOL Central Office has not been without occasion, as the transition of TESOL from the infrastructure of Georgetown University to an independent administrative unit became a reality on July 1, 1987. The process leading to this event was lengthy and carefully planned. The shift to a full-time Executive Director was necessitated by TESOL's phenomenal growth since its inception in 1966 and its projected future growth. Indicative of TESOL's seriousness of purpose, the search undertaken by TESOL was well-organized and carefully conceived.

The orientation of the new Executive Director was equally comprehensive and well-planned. After a thorough search process, several planning sessions, attendance at the Miami convention, and numerous organizational meetings, any newness or apprehension involved with assuming a position of this importance dissolved. The orientation process lent continuity to the transition to full-time director.

Meeting the membership in Miami was clearly the most helpful introduction to TESOL. Having worked both in and outside the United States as a public and private school teacher and administrator at the secondary and university levels and as a corporate executive, I encountered hundreds of TESOL members in Miami with similar experiences. The Miami experience helped provide definition to my role in the service of the membership and its elected officers. Apprehensive at the outset, I was embraced by an enthusiastic and dedicated membership, anxious to involve me in TESOL's rites of passage. I was grateful and motivated to get on with the task at hand.

My initial task was to establish a cost-effective organizational plan for TESOL that coincides with its mission and is sequential in its development. The purpose of this and subsequent periodic reports is to inform the membership of progress in that respect. The subject of this initial report regards the most immediate priority—the reorganization of the TESOL Central Office.

The reorganization of the Central Office involved the following considerations:

1. Staff analysis
2. Departmentalization
3. Position definition
4. Position responsibilities
5. Implementation
6. Evaluation.

Accordingly, I would like briefly to review each of the above as they relate to the Central Office and to the TESOL membership.

STAFF ANALYSIS — Prior to July 1st, I was fortunate to speak at length with all key staff members individually concerning the responsibilities of their positions. I concluded that further definition of responsibility was needed and additional responsibilities were justified if a new organizational scheme were to be implemented. The resignation of three key members of the Central Office necessitated careful recruitment and selection procedures. With the help of Carol LeClair, new members were oriented during the first half of July and are now involved. The Central Office staff, both new and continuing members, are a talented and cohesive group; it has been a pleasure to work with them.

DEPARTMENTALIZATION — I have organized the Central Office into departments, each department headed by a director, with each director assuming the administrative responsibility for his or her personnel and for budget monitoring. Beginning with the next fiscal year (November 1, 1987) departments will be monitoring the budget more frequently in order to increase effectiveness in controlling costs. As a result, budget categories and line-items have been reassigned by departments. Also, the new scheme facilitates periodic departmental staff meetings to evaluate progress and plan for the future.

POSITION DEFINITION — Such a reorganization requires new and continuing staff to evaluate (or re-evaluate) their respective roles in the Central Office. This self study was embraced enthusiastically and resulted in a healthy discussion of the issues involved in "where we are now and where we'd like to be by this time next year."

POSITION RESPONSIBILITIES — As most job descriptions were at least two years old, it was time to use the information in the self-study to update existing job descriptions. A job description normally serves several purposes:

1. Guide to current responsibilities
2. Source for position re-evaluation annually
3. Framework for job evaluation
4. Guideline for future recruitment or selection.

Each of the department heads has responded enthusiastically to this position analysis; we will continue this process annually.

IMPLEMENTATION — There were many adjustments and questions once the system was implemented. Furthermore, organizational necessities such as a benefits plan and a personnel handbook of rules, regulations, and procedures had to be created. As TESOL had been subject to the benefits, policies, and personnel procedures of Georgetown University prior to July 1st, all of these areas had to be created and were in place by July 31st.

EVALUATION — During the first year, evaluations of performance, job descriptions, and progress will occur semi-annually. All these areas are task-oriented, which means that all individuals in the Central Office will be evaluated according to the tasks outlined in their respective job descriptions. This is also a time to re-evaluate the goals we have set for ourselves at TESOL, and to take a hard look at their practicality and applicability.

My purpose is to help establish an office organization that is predictable and efficient, so that we may get on with the substantive issues of TESOL. I will in the future be addressing some of these issues — membership service, TESOL's increasing membership and its demands, internationalism in TESOL, and sociopolitical issues, among other areas. I welcome the opportunity to serve TESOL as its first full-time Executive Director, and speaking for the Central Office, look forward to your support.

• • • • •

From the Editor

Yes, TESOL fans, this is your newsletter. It might look a little different from the regular fare, but that's because of a new production system, the same one that Richard LeMon and Bill Powell use for the *Convention Daily*; that is, PageMaker. This desktop publishing system is exciting as well as challenging, especially for a technophobe like your new editor. (I'm the kind of person who needs to read the directions in order to relearn the use of an electric can opener, the kind of person who can't remember how to turn on the car heater.) That is to say, this first desktop published *TN* is not perfect. I haven't found out half of what this program can do, and yet, I think this phase of TESOL's publishing is very positive. Please be understanding of missed accent marks and tildes. And I am hoping that the computer's astigmatism is not as bad as mine.

The advantages of a desktop publishing system for TESOL are many. For the entire membership, the desktop publishing venture ought to mean a savings for more publishing. The *TN* should eventually be less difficult to

EDITORIAL continued on page 17

TESOL'S BARCELONA SUMMER

by Craig Dicker with Bruno Zovich

*Catalunya Triomfant
Tornara a ser rica i plena
Endarrera aquesta gent
Tan ufana i tan superba.*

*Triumphant Catalonia
will once again be rich and full
evict these intruders
so proud and arrogant.*



These first few lines of the Catalanian national anthem portray the fierce pride and strong nationalistic fervor of the hosts of the seventh annual TESOL Summer Institute, which was also sponsored for the first time by the British equivalent of TESOL, IATEFL. This joint sponsorship, combined with the unique location for the Institute, made this summer a very different experience in both an academic and a social sense.

It would be a difficult task to describe Barcelona as anything but a stimulating, enchanting, and exciting city. Some participants felt that there were too many distractions which cut into their sleep time, if not into their study time as well. One could easily see what these people were talking about. Barcelona is a city of phenomenal restaurants, great tapas bars, amazing museums, and interesting dance venues. During the month of July, the city of Barcelona sponsored numerous outdoor concerts in the "Grec '87 Festival," ranging from Miles Davis to Puco de Lucia, from classical music to rock and roll. On top of all this, the organizers of the Institute provided participants with social activities like trips to the beach, outings in the park, and parties in the residence halls.

Perhaps it was the people who participated in this unique event which made this Summer Institute so special. Over 400 teachers from 43 countries participated. The following is a general breakdown of the geographic origins of participants by nationality and residency.

Region	Nationality	Residency
Spain	159	201
United States	138	90
Middle East	38	55
Great Britain	24	2
Far East	18	24
Remainder-Europe	13	21
Latin America	10	11
Canada	8	5
Africa	6	5

One should note that 78 of the Spanish nationals were enrolled in a separate program which happened to be the initial stimulus for bringing the Summer Institute to Spain. Each course in the "Special Course" program for Spanish/Catalan teachers of English (there were only 5 non-Spanish/Catalans admitted into the program) was jointly taught by an American and a British professor, assisted by two Spanish colleagues who helped the professors gear their courses to meet the specific needs of the Spanish/Catalan EFL teachers. Courses in this "Special Program" were offered for the entire four week stretch, whereas "General Program" courses, following the traditional TESOL Summer Institute format were given in two-week sessions.

The diversity among participants was not restricted to nationality and residency. The participants' teaching situations, educational backgrounds, teaching experience and general educational philosophies were equally as diverse. Such a wide range of attitudes and objectives proved to be both stimulating and frustrating from the standpoint of the instructors as well as that of the participants. Henry Widdowson, one of the "founding fathers" of the Institute, noted that with a greater differentiation of student needs, one might find 20 different objectives. You really can't form a cohesive group in a matter of two weeks. "All you can do is allow various members to speak up." Many participants noted this need to accommodate the wide range of student objectives; some found the situation fascinating while others found it, at times, quite frustrating.

Some of the most respected British professors in the field of ESL/EFL education were on the faculty. Although few British participants made it down to Spain because, as Professor Widdowson stated, 'attending institutes is an American tradition, not a British tradition,' there was a large number of British instructors. Of the 24 instructors at the Institute, 15 were British. According to one participant, the British presence gave the participants

"a good chance to hear different views." Another participant, in contrast, complained about the heavy British representation, saying that "there were too many British titles in the book selections." Professor John Fanselow of Teachers College, Columbia University, along with Henry Widdowson and Peter Strevens, was in on the Barcelona plan from the very beginning. Fanselow said that he believed it was this collaboration, especially in the Special Courses with Spanish instructors that made this Institute different.

At the same time, these different ideas and backgrounds created a great challenge for the instructors. Peter Strevens of the Bell Educational Trust and former president of IATEFL, noted that "because of the different backgrounds involved, numerous discussions, arguments, and in-depth communications are necessary to find out where our differences are terminological and where they are philosophical." That is not to say, in any way, that there were not a few key philosophical differences between the British and American contingents. Research, for example, has different connotations and implications in Britain than it does in America. According to Strevens, "Research is granted higher prestige in the United States than in Britain. In Britain, research illuminates teacher understanding, whereas in the United States research is more directly relevant to teaching and teacher-training." Yet, overall, these differences were far more complementary than contradictory.

From the participant point of view, these differences created a wealth of different opportunities to learn. One student stated, "I never thought SLA could be so interesting." Another thought she could use what she learned to continue her own research. Realistically, however, one can learn and retain only so many ideas after a two-week course which met four days a week for three hours a day. Widdowson noted that in-service training in general "creates a set for the work you do. It

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Learning English Should Be The Hard Part . . . Not Taking The Test

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The NTE Programs' Test for Teaching English as a Second Language Examination

*by Felicia De Vincenzi
ETS Test Specialist*

The topic of teacher preparation in ESL has been a priority for the TESOL Committee on Professional Standards (CPS) for a number of years. At the Miami convention in April, 1987, I was invited by the Committee to speak on the latest developments in the NTE programs' Test for Teaching ESL, and I am happy to have the opportunity to share this information with you.

The History of the Test NTE Programs was created in 1940 by the American Council on Education. At present, the Teacher Programs Council is responsible for reviewing existing NTE programs' tests as well as recommending future directions for teacher programs and services provided by the Educational Testing Service (ETS). ETS staff works in conjunction with other educators to update existing examinations and to develop new examinations as the need arises. NTE programs' tests are used by colleges and universities, state departments of education, state boards of education, state licensing boards, and school systems for a variety of purposes. These include entrance into teacher preparation programs, college graduation exit requirements, program evaluation, initial certification, renewal recertification, new certification categories such as career ladder steps, master teacher plans, and alternate routes, course equivalents, and the creation of a pool of candidates for employment.

The new Test for Teaching ESL is the thirtieth of a series of NTE programs' tests called the Specialty Area tests. All Specialty Area tests are two-hour, multiple-choice examinations, designed to measure knowledge and skills acquired by candidates preparing for careers in special fields, such as music education and foreign language teaching. Intended for ESL teacher candidates, this new measure is being developed in response to a number of requests by the states and institutions that use NTE Programs tests as part of the criteria for granting teacher certification.

The Test for Teaching ESL is still under development; the first test administration is projected for November, 1988. As is the case for all the Specialty Area tests, the content of the Test for Teaching ESL has been prescribed by a number of specialists in the professional community. ETS was fortunate to have members of the TESOL's Committee on Professional Standards serving on the planning committees for this test. Other areas of the ESL community were represented as well: classroom teachers, teacher educators, and program administrators. The members hailed from all over the country, including New York, Texas, Arizona, Illinois, and California. By forming advisory committees this way, we intend to address and attend to all the possible concerns of the people who are affected by an ESL teacher certification test: namely, future teachers, their educators, their employers, and policy makers.

Two planning committees convened during June and September, 1986, and the final committee, the Committee of Examiners, met in December of 1986. It is this Committee that is working with ETS staff to develop the test specifications, the document which specifies the content and parameters of the tests. The

Committee of Examiners write items and review the entire item pool from which the actual test items are selected. In addition, the Committee reviews the assembled tests before printing and administration. Representing the concerns of the ESL community on the Committee of Examiners are Janet Fisher, Maria Ginty, Martha Elizabeth Jaraba, James Ney, Virginia Rojas, and Phillip Roth.

As a test specialist at ETS and an ESL teacher and teacher educator, I have been actively participating in the test development of this exam. Other ETS staff working on this test are members of the ESL community as well and share the concerns of the CPS and the rest of TESOL for the emphasis on high standards in teacher preparation. Among them are Helen Bere-zovsky, Bronwyn Norton Peirce, and Annabelle Galera Simpson. ETS staff have been working closely with the Committee of Examiners to ensure that the resulting examinations reflect the intent of this new Specialty Area test: to measure knowledge and skills a beginning teacher of ESL needs in order to function effectively in his or her new teaching position.

The Design of the Test Identifying the content and parameters of the test is a challenging task. The Committee is faced with a number of constraints that are characteristic of test development. These are as follows: (i) The test needs to be machine-scorable. The necessary materials are a No. 2 pencil, test book, and answer sheet. Because the NTE programs' tests are administered at a variety of test sites, from auditoriums to smaller classrooms, the machinery required for the test administration can be no more sophisticated than a tape recorder. (ii) The material tested should be only that which is necessary or extremely important for the entry-level teacher of ESL from kindergarten through 12th grade. Identifying entry-level material appropriate for this test is an ongoing task for the Committee and ETS test specialists. (iii) The examination must contain only that material which candidates will have had the opportunity to learn through undergraduate teacher-training programs. While experienced teachers may be among the population tested, the target candidates are graduating seniors or recent graduates of a teacher training institution, assumed to have had the proper training. (iv) The NTE ESL test is to be an objective test. Therefore, questions can deal only with information on a conceptual level. A candidate may be asked to interpret other teachers' behaviors in case studies within the exam, but a candidate's performance on the exam will not predict how the same candidate will function on the job. Personality, behavior, and other subjective aspects of the teaching candidate must be observed using different measures. For this reason, NTE Programs requires that exam scores never be used as the single criterion for credentialing.

The discussion of the other criteria necessary for credentialing ESL teachers is outside the scope of this article. However, one issue, that of English language proficiency, was a lively point of discussion at the committee meetings and needs some attention here. It is important to stress that the Test for Teaching ESL will not be a measure of the candidate's proficiency in English. There is an underlying assumption that a candidate's English skills must be sufficiently advanced to read the exam, but this holds true for any objective test that happens to be written in English.

If an agency or institution desires data on the language proficiency of a candidate, a testing tool specifically designed for that purpose should be adopted. Using results from the Test for Teaching ESL to draw conclusions about a candidate's language proficiency would be a serious misuse of test data and would not be supported by NTE Programs,

the Teacher Programs Council or ETS, and therefore would be legally indefensible.

The Content of the Test At this time I can provide only the general test outline set forth by the Committee of Examiners. Once the Committee approves the final test specifications, a more informative outline will be available through an NTE programs' publication.

The test will cover three areas: linguistics, pedagogy, and the profession. Ninety percent of the test will be divided equally between linguistics and pedagogy, and ten percent devoted to the profession. The outline is as follows:

Content Categories

- I. Linguistics
 - A. Phonology
 - B. Morphology
 - C. Syntax
 - D. Psycholinguistics
 - E. Sociolinguistics
- II. Pedagogy
 - A. Methods and Techniques
 - B. Evaluation and Assessment
 - C. Cultural Awareness
- III. Profession
 - A. Curriculum and Materials
 - B. Program and Models

The candidate will be required not only to recall facts about the above topics, but will be asked to perform tasks of a higher order, such as comparing and contrasting ideas, determining the advantages and disadvantages of techniques and methods, and applying teaching principles to specific situations.

Summary The major descriptive points about the new NTE programs' Tests for Teaching ESL are as follows: It is still in the developmental stage. It is being developed at the request of states, teacher training institutions, and other agencies currently using NTE Programs' tests. What will be tested and how it will be tested has been prescribed by ESL professionals, teacher educators, practitioners, and administrators in cooperation with ETS testing specialists in the field of ESL. The information tested will be only that which is critical or very important for the beginning teacher of ESL students in K through 12th grade. The information will be that which is acquired through formal study, not on-the-job experience. It is intended to measure a candidate's knowledge of the process and content of teaching ESL, not the candidate's communicative competence in English.

If you would like more information on the Test for Teaching ESL or on NTE Programs in general, write to me or to Catherine Havrilesky, Executive Director, Teacher Programs & Services, Educational Testing Service, Princeton, NJ 08641 USA.

About the author: Felicia De Vincenzi is an Associate Examiner at Educational Testing Service, where she participates in the development of a variety of language proficiency tests as well as the Test for Teaching English.



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Affiliate News

TESOL GREECE Reacts to TESOL '87

by George Drivas
TESOL Greece Vice-Chairman

TESOL Greece was fortunate enough to have a representative at the Miami convention. This trip was made possible only because our affiliate received a grant to help defray travel expenses which were quite substantial. It helped us to maintain our affiliate status, to get an insight into the workings of the central organization and to put certain issues into a different perspective.

TESOL Greece in all its years of existence has seldom been properly represented at affiliate events. Such a representation is one of the requirements we have to meet in order to continue being considered an affiliate. TESOL is an international organization with people that share the kind of worries and problems we face here in Greece. Such problems as dwindling membership, raising funds, organizing successful conventions and meetings were but a few of those. The TESOL meetings offer the chance to meet the people whose names we have come to recognize in letters or circulars. They put a personal touch to an otherwise distant and loose relationship and establish contacts. It is important for all affiliates to have the connection.

As a representative, I was not fully prepared. If an affiliate from outside the United States is to make its presence felt at such an international event, it must invest a lot of time and effort to understand the particulars of the organization. When we joined TESOL Greece, very few of us had all that in mind, and this realization came as a shock. But, I was glad to share my experiences in TESOL Greece with a number of people and to hear their views on international and local issues relating to language teaching.

One cannot help being skeptical, though. Is the whole effort worth it? I think the answer is definitely positive. Ours is an international profession simply because it cuts across cultural and language barriers. As such, it needs the kind of international contacts and bidirectional flow of information that such an organization can offer. There are people out there who can and will offer their help and expertise when asked. TESOL should perhaps be working more in the direction of bringing these people together. The organizational challenge is tremendous. If it is managed successfully, it

will provide teachers with something more substantial than just a professional membership.

The convention was a huge affair by any standards. With thousands of people attending and dozens of presentations, workshops, group meetings, and panel discussions going on at once; it was a unique experience. It was like a crash teacher training course in English as a Second Language in the United States. I had never realized how important teaching English was in that country. ESL is an every-day problem simply in a different scope. In Greece, a non-English speaking country, learners are mainly seeking qualifications that will help them at some point in their careers. In the United States, an English speaking coun-

try, the knowledge of English is a basic requirement directly linked to professional, social, even personal benefits and advancement.

On the whole, the sessions that were of interest to me and those I attended were mainly research oriented. However, the major worry of the greatest number of attendants seemed to be the day to day classroom struggle. This was evidenced by the number of people attending the more practical sessions.

I found it very reassuring to see all these people working so hard, sometimes twelve hour days, for almost a week and next to a very tempting ocean. It made me feel proud of what I do and once again reaffirmed my feeling that language teachers are a very special kind.

UPCOMING 1987-1988 TESOL AFFILIATE MEETINGS

(Meetings are in the USA unless otherwise indicated.)

1987

October 22-24	Southeast Regional Conference, Nashville, TN
October 23-24	Honduras TESOL, Tegucigalpa, Honduras
October 23-24	Oklahoma TESOL, Stillwater, Oklahoma
October 30-31	Mid-TESOL, Cedar Rapids, Iowa
November 6-7	Texas TESOL State Conference, Dallas, Texas
November 6-7	Washington Area TESOL, Rosslyn, Virginia
November 6-7	Intermountain TESOL, Salt Lake City, UT
November 6-7	TESOL Italy, Rome, Italy
November 6-7	Northern New England TESOL, Bethlehem, New Hampshire
November 6-7	Puerto Rico TESOL, San Juan, Puerto Rico
November 6-8	New York State TESOL, Buffalo, New York
November 12-14	TESOL Ontario, Toronto, Ontario, Canada
November 12-14	Rocky Mountain Regional Conference, Denver, CO
November 14	Baltimore TESOL, Baltimore, Maryland
November 21-23	Japan Association of Language Teachers, Tokyo, Japan

1988

January 22-24	Thailand TESOL, Bangkok, Thailand
February 12-13	New Mexico TESOL, Las Cruces, New Mexico
April 9-10	Louisiana TESOL, Baton Rouge, Louisiana
April 11-14	TESOL Scotland, Edinburgh, Scotland
April 15	California TESOL, San Francisco, California
March 18-19	British Columbia Teachers Association of English as an Additional Language, Vancouver, BC, Canada

For more information on these meetings: Susan Bayley, Field Services Director, TESOL, Suite 205, 1118 22nd Street, NW, Washington, DC 20037 USA (202-872-1271).

AFFILIATE NEWS

NYS TESOL At NY TESOL'S 16th annual conference, a special award was presented to James E. Alatis, Dean of the School of Languages and Linguistics at Georgetown University and Executive Director of TESOL for 21 years. Dr. Alatis was honored for the support he extended to NYS TESOL during the last 16 years — lending time, energy, expertise, and financial resources. He helped a fledgling affiliate achieve a position of national leadership.



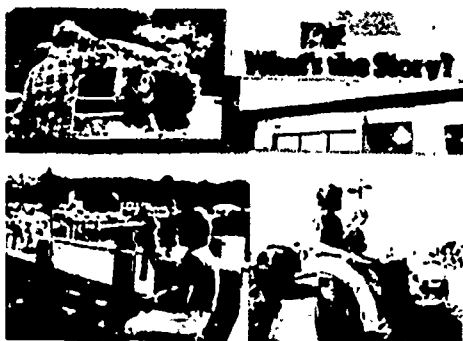
The May 15, 1987 APPI (TESOL) meeting in Lisbon, Portugal, featured TESOL's president Joan Morley and CALICO's Executive Director, Frank Otto through the USIS-sponsored WORLD NET. Twenty-five educators came to the USIS WORLD NET room to originate all questions for the guests. Joined by approximately 350 other secondary and university English language and culture teachers and Ministry of Education officials who viewed the program live in a nearby auditorium, the APPI (TESOL) question originators and Morley and Otto engaged in exchange of ideas and update information on current issues. The

Lisbon participants asked in particular for information on the role of culture in English language teaching, trends in preparation of teachers, and in the explanations of how technology can assist teachers in the classroom. The practical aspects of teaching and learning and the humanistic use of technology advocated by Morley and Otto were enthusiastically received, according to the report by USIS acting director Marvin L. Stone. USIS makes available videotapes of WORLD NET dialogues for inservice and teacher training purposes abroad. (United States Information Agency, Washington, DC 20547 USA)

AFFILIATE NEWS

The editor of this page is Mary Ann Christison, English Training Center, Snow College, Ephraim, Utah 84627 USA. Send Interest Section announcements, newsletters, and other short items to her (500 words) by the deadline stated on page 2 of the TN.

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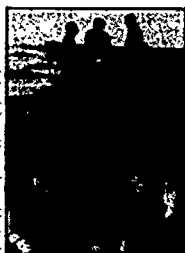
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HOW DOES A PAPER GET SELECTED FOR PRESENTATION AT THE TESOL CONVENTION? THE SELECTION PROCESS FOR SUBMITTED ABSTRACTS

by Joy Reid, Chair for TESOL '88 in Chicago

STEP ONE: Abstracts arrive at the Central Office. Late abstracts are not considered, and incomplete abstracts are returned to the writer.

STEP TWO: Abstracts are sorted by the Interest Section, that the writer has selected on the submission form.

STEP THREE: Abstracts are sent to the Interest Section (IS) Chairs.

STEP FOUR: Each abstract is sent to three readers; this committee of readers is selected from the IS by the IS Chair.

STEP FIVE: Reader evaluations are sent to the IS Chair, who reviews and compiles the results. Each abstract is placed in one of three categories: (1) "Absolute Must" for the program; (2) possibility if space permits; (3) not recommended.

STEP SIX: the IS Chair recommends the number of "absolute must" papers that the IS

has been "slotted." Note: each IS has a minimum of 15 "slots"; each "slot" is a one-hour presentations. Colloquia/workshops use three slots each.

Besides the 15 slots, Interest Sections are given additional slots based on the total number of submissions. Generally speaking, each IS is able to invite about 1/3 of the abstracts it receives.

STEP SEVEN: the IS Chair recommendations are sent to the Convention Chair. The Chair abides by the recommendations for the allotted number of slots. These submissions are invited to present.

STEP EIGHT: As the program permits, additional abstracts are selected, that balance the Convention in terms of content, geography, old and new faces, general interest, and, especially, quality.

STEP NINE: The Chair schedules the papers.

STEP TEN: The Chair notifies abstract submitters whose papers have been accepted for the program. Those whose papers have been selected must notify the Chair that they accept the invitation.

STEP ELEVEN: The Chair informs abstract submitters whose proposals were unable to be placed on the program.

**CHICAGO,
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TESOL '88**

While the name "Chicago" conjures up many images, the reality of Chicago mirrors this city's great spirit — its hospitality, its renowned medical centers, its ethnic neighborhoods and diverse populations, its famed museums, magnificent outdoor sculptures, lovely parks, and beautiful Lake Michigan. First-time visitors will be captivated and will want to come back. Return-visitors will surely find new avenues to explore. The headquarters for TESOL '88 will be at the Hyatt-Regency Hotel in the heart of the downtown area. The beautiful Lake Michigan shoreline is only a short walk through Grant Park and past Buckingham Fountain. A few blocks north is the world famous Art Institute of Chicago and the Goodman Theater. The Museum of Natural History, the Adler Planetarium, and the Shedd Aquarium are also only a brisk walk away. North Michigan Avenue is known as the Magnificent Mile and it lives up to its name. Starting with Water Tower Place, it is lined with the most exclusive stores in the country, art galleries, restaurants, theaters, museums and architectural landmarks.

A little west of Michigan Avenue is State Street -- that great street-home to numerous Chicago landmarks such as Marshall Field's, the Reliance Building, Carson-Pirie Scott, the historic Chicago Theater, and Printer's Row. To the west of the Loop are the University of Illinois at Chicago, Greek town, and little Italy. To the south lies Chinatown. To the southwest is the Pilsen area, home to thousands of Mexican-Americans. Heading north on Lake Shore Drive is the Gold Coast and Lincoln Park where again the restaurants, galleries, and boutiques abound. Plan now to join us in Chicago from March 8th through March 13th, 1988. Come and share our spirit and diversity.

could have an effect on the teachers' attitudes toward education. It promotes professional curiosity and stimulates teachers to take a more evaluative stand in reference to their own work. We hope we are persuading the teacher to take charge of his own development as a professional."

In addition to the two-week courses meeting four times a week, the Institute included a conference format day, every Wednesday, for those enrolled in either the General or the Special Course Programs. Here, participants, as well as instructors, offered 1 1/2 hour workshops, Rap Sessions, and Presentations in their area of expertise. "Thank God for the

Wednesday Sessions!" exclaimed one participant. Almost everybody seemed to appreciate the change of pace in the middle of the week.

To go into any detail about who the instructors were and what courses were offered might become a bit monotonous and overwhelming. It would not be an overstatement to assert that whether your interests lay in Second Language Acquisition or in Computer Assisted Language Learner, in Teacher Training or in English for Specific Purposes, in Culture and Language or in Literature and Language, in Theater in the classroom or Poetry in the classroom, there were courses offered which could address your needs and interests, given by some of the people who are in the forefront of the profession.

Although the TESOL Summer Institute won't be held in Barcelona next year, John Fanselow seemed optimistic about the continuation of some sort of program, perhaps sponsored by Teachers College, Columbia University and the University of London's Institute of Education, next year. Perhaps only the Special Program for Spanish EFL teachers will continue. Maybe courses for a wider range of EFL/ESL teachers will continue to be offered for years to come. Who knows? Keep your eyes peeled for further developments. Or, as the second verse of the Catalan National Anthem goes:

*Ara's l'hora Catalans
Ara's l'hora d'estar alert's
Per quan vingui un altre Juny
Esmolan s'em be les eines*

*Catalans, this is the time
This is the time to be alert
When another June comes (Probably July)
Be sure to sharpen your tools well.*

(Catalan and translations by Carr Guixens)

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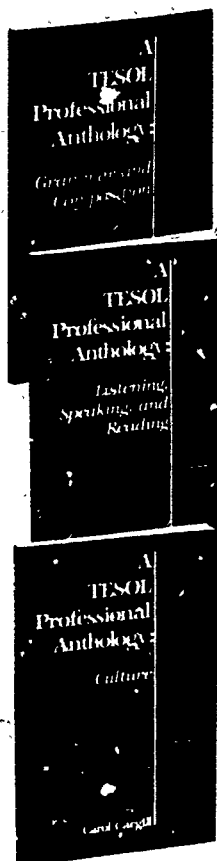
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ADELAIDE DE OLIVEIRA:

Ruth Crymes Award Recipient

by Sara Wilkins Zovlich

When she applied, she thought, "Who knows? I might get it." When she got it, she felt "surprised and rewarded." She is Adelaide de Oliveira, one of the two 1987 Ruth Crymes Fellowship recipients. The Fellowship enabled Adelaide to participate in this year's TESOL-IATEFL Summer Institute in Barcelona, Spain. Adelaide lives in Salvador, Bahia, Brazil, where she is currently the Academic Assistant at the Brazil — United States Cultural Organization. As well as administrative duties and teaching, she is responsible for writing materials. One of the courses she chose to take at the Institute was Materials Design. Since she had never had any formal ESL training before this, the class became a kind of confirmation for her — "to find out if what I was doing was technically correct instead of just relying on common sense." The guidelines offered in the class proved to be valuable, confirming what she believed.

Serving other teachers is also a part of her job, so the Observation class was another of Adelaide's choices. "I've always felt that observation should go the descriptive instead of the prescriptive way. It should lead people to their own conclusions." Again, the class became a confirmation of an idea for her. "It's given me a direction to adapt to my own reality."

On the Institute in general, Adelaide's thoughts reflected the Institute itself, in global terms: "It was very nice to be able to meet teachers from all over the world and to see that many of the problems are the same in terms of students and materials—whether you're in Saudi Arabia, Alaska, or Brazil."

Editor's Note: Janette Lanier, the other Ruth Crymes Fellowship recipient, was unable to attend all of the Summer Institute. She is currently studying at Vanderbilt University.

BOOK REVIEW edited by Ronald Eckard, Western Kentucky University

Incorporating Literature in ESL Instruction by Howard Sage. 1987. Prentice-Hall, Inc. Book Distribution Center: Route 59 at Brook Hill Drive, West Nyack, N. Y. 10995. (ix + 92 pp. \$7.00).

There is no doubt that literary language is helpful in language learning. That it is "an excellent model for observing and studying" while one acquires a second language can not be denied. What appears to be buried under the tasks of skills acquisition involved in language learning is the creative use of literature. Literary language as creation loses its luster as its more practical function—that as communication—gets emphasized in ESL classes.

A publication of the Center for Applied Linguistics under the series title *Language in Education: Theory and Practice, Incorporating Literature in ESL Instruction* by Howard Sage is a guide on how to strike a balance between the creative or educational purpose of literature and its utilitarian function in ESL courses. ESL's association with development of skills tends to blur the value of literature as a stimulus for growth and learning in the broadest sense. Sage's book expounds on the latter

bringing out numerous factors that strengthen the argument that literature should be incorporated in ESL instruction.

Starting with an introductory section and winding up with a long list of references, this recent item from ERIC/CLL is made up of six chapters. The first chapter briefly discusses the role of literature in ESL, and the second centers on the rationale for using the same in ESL classes: the cultural value of literature, its linguistic importance, and its educational value. Whereas Chapter 3 dwells on teaching poetry, Chapter 4 focuses on teaching short stories in ESL courses. Each of these two chapters—which constitute more than 50% of the entire book—includes sections on a rationale for using poetry or fiction, the main aspects of either type in ESL, criteria for selection, principles for teaching each type, and classroom activities. The fifth chapter is entitled "The Place of Literature in the Teaching of ESL" and the last one "Guidelines for Selecting and Editing Literature for the ESL Classroom."

While the main bulk of the book is on teaching poetry and short stories to ESL students, it has a strong chapter on the rationale

for having literature in ESL. With ten pages of references, Sage has done a good job of gathering scholarly thoughts on why English literature should be part of ESL instruction. He has documented its benefits to ESL learners, that is, he says that ESL students "need an orientation to the target culture" and "literature (is) an effective vehicle of cultural learning." In addition, the author has included some advantages for teachers themselves. One ESL scholar "found that she herself could better appreciate students' cultural background when she helped them conquer the barriers they encountered when reading literature from outside their culture."

That this column is intended for use by ESL practitioners is evidenced by almost sixty pages, or two long chapters, devoted to how to teach poetry and short stories in ESL classes. These chapters each present a model poem or short story followed by a step-by-step discussion on how to teach it—an exploration of "the basic question-asking technique."

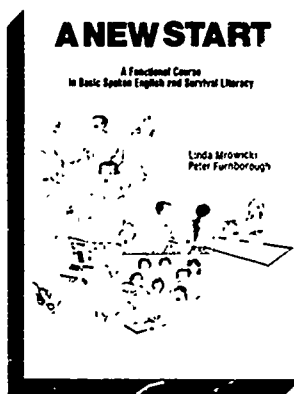
The chapters on teaching are fittingly followed by *The Place of Literature in the Teaching of ESL*, which serves to reinforce major points in Chapters 3 and 4. Whereas Chapter 1: *The Role of Literature in ESL* deals with a general discussion of literary language as communication and as creation, the fifth chapter is more specific on "how literature can best be used in ESL contexts." Sage delves into such topics as the commonly stated purposes of using literature in ESL, how English ESL students must need to begin getting exposed to literature, and how much literature should be part of the ESL curriculum.

Whether accustomed to using literature or not, an ESL teacher will find the models, suggestions, and possibilities described in the book quite useful. The last chapter, which presents a set of guidelines for selecting classroom materials, is in itself a source of enrichment. Moreover, a reading teacher will also welcome the book's ideas on how to take up literature with ESL students. It has a wealth of information relevant to how to lead learners towards full comprehension of reading materials, which is largely the concern of a teacher of reading.

Except for a number of number of typographical errors, *Incorporating Literature in ESL Instruction*, which is probably one of the first volumes on this topic, is a valuable addition to practical guides for classroom teachers.

About the reviewer: Jim F. Nibungco teaches reading and ESL at Borough of Manhattan Community College, CUNY, and has a PhD from New York University.

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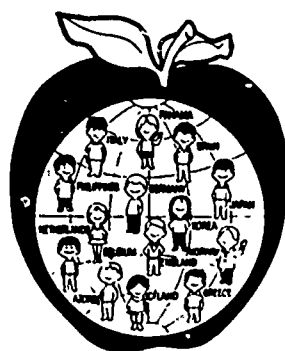
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edited by Liz Hamp-Lyons

CHALLENGES OF TEACHING EFL IN KOREAN UNIVERSITIES

by Mark Balhorn and Julie Schneider

Editor's Note: The challenges of intercultural communication affect more than personal adaptations to a new culture. In this article two teachers share their perspective.

Overview: At the university level, an EFL instructor in Korea is usually part of a liberal arts foreign language department or an English education department. In both situations, spoken and written communication take a back seat to literary criticism, linguistics, pedagogy, and memorizing vocabulary for TOEFL-type tests. For instance, in the English education department of one national university, only four hours of conversation are required and none of composition; in the English Language and Literature Department of another, a student can obtain a BA in English without taking a single hour of conversation and only three of composition. American university ESL teachers may be surprised by the lack of emphasis on communicative coursework, but the situation is comparable to that found in many American university foreign language departments.

Having spent years studying and working with English under the assumption that the most important aspect of the language is its function as a communicative tool, many American ESL teachers find it confusing to be in a situation where communication and use of the language amounts to no more than a sequence of three, two-credit-hour elective conversation courses of a four-year BA. However, frustration need not be the result: first, though practical proficiency with the language may be a peripheral concern of the department, it is a primary concern of the students, especially the most motivated ones; second, as communicatively oriented courses are not normally the responsibility of the native Korean teachers, complete freedom to determine the syllabus, texts, and contents of conversation and composition courses is given to the visiting EFL teacher. Thus, the EFL teacher can have a great impact on the success or failure of the Korean student's communicative English education.

Getting Started and Finishing Up: The first problem the EFL teacher encounters is lack of information from other teachers in the department and the departmental administration. Although the reason for this lack of exchange is not personal, having to do with cultural notions of structural organization and maintaining "face," the result is no less a hindrance. It is not uncommon for an EFL teacher to be hired in the morning, select a textbook in the afternoon, and begin the first class of the semester the following day. More importantly, no information about the students is available. Direct questions in regard to what the students have studied previously, what they will study subsequently, what their needs are, or what the goals of the class are, are all met with what to American and British language teachers are vague and indirect responses. Oftentimes, there seems to be little coherence or continuity to the program. As responsibility for the communicative curriculum was very likely solely that of the previous EFL teacher; any structure or continuity that may have existed has left the program when the previous teacher departed and the new one came in. Of course, if there are other EFL teachers at the university, perhaps one of them can be a source of information or a provider of continuity to the program. However, due to the difficulties in attracting trained, qualified personnel to teach in Korea, another instructor may do what he does in the classroom for no other reasons than, "I always use this book," "This is what the last teacher used," or "I don't use the book anyway; I just go in and tell stories."

Obviously what is needed is for the permanent Korean faculty to establish goals, construct a program, and inform and/or train incoming teachers, for without this kind of organization, the untrained or perhaps less than conscientious ESL instructors have little effect on the communicative proficiency of the students. Even trained EFL instructors spend one or two semesters experimenting, observing, and discovering the needs of the students in order to set attainable goals, and find out how a communicative program can be realistically incorporated into the overall, liberal arts or English Education curriculum. Another problem inherent in the present freedom of ELT professionals is that once a viable program has been created, the continuation and further development of the communicative program is crucially dependent upon the competence and good will of the EFL teachers who follow. The materials one has prepared, the syllabus one has created, the ir

gleaned after two or three years of teaching, may never meet the eyes of the next EFL teacher; if it does, this teacher may not be willing or able to act upon what has been left behind. Thus, the departing EFL teacher must seek out the more sympathetic elements of the department to ensure that the program as it stands will be passed on by making known to the departmental administration the worth of a structured, well defined, communicative program.

Students' Needs: Korean university students have large vocabularies and are good at taking multiple choice tests. Some have reasonably good listening and reading comprehension, and a very few, who are aggressive learners or who have spent a lot of time with Americans, are fairly proficient in English. Until the university level, English study in Korea consists of passive grammar study, vocabulary and dialogue memorization, and listen-repeat drilling. Thus, though most of the students in the classroom would very much like to speak, they are not able to. This inability, combined with the reticent, passive role students have traditionally played in Korean education, makes them extremely reluctant to make even the slightest active response in the classroom. The pitfall, therefore, for the teacher, is to communicate with only the 10% of the class who have already attained a certain level of proficiency and to abandon the other 90% of the class who have their noses in their textbooks and their pens poised over their notepads, or, to assume the 90% to be unprepared to begin speaking, and so resort to a grammar drill-based syllabus. Neither approach is fair to these students. Every student will speak, if given a carefully focused topic or function and if the situation is non-threatening. The teacher must present the students with relevant, well-designed tasks within their linguistic capabilities; and as classes are large, with sometimes as many as 60 students, a non-threatening communicative atmosphere can only be created through group or pair work.

Although many current ESL textbooks are available in Korea, few have relevance for the Korean university student. It is not a question of the methodology being irrelevant, but the topics to which the methodology is applied. Since most ESL books are intended for international students studying in the United States, most topics are about American culture. With such books students can certainly take advantage of the language functions presented through recitation and role play, and their curiosity will lead them to ask the teacher questions, but among themselves in groups, topics concerning a foreign culture (American) impede discussion and hence real communicative practice. Korean students don't know much about the United States, and there

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phenomenal amount of English in a relatively short time, yet he feels he is pushed aside by assertive American colleagues (who couldn't begin to express themselves in Japanese and don't even want to). Counseling helps Koji understand the bind that he is in and the negative consequences of his reticence. Role-playing is his choice as a means to start selling his ideas. His successes playing the salesman in classroom activities help him make the transition into self-expression in English. By the end of the course, Koji can psych himself up to negotiate assertively. Luis has set himself the task of closely watching members of his English host family to develop a sensitivity to English nonverbal cues. He also spends a few minutes here and there watching television with the sound off, silently mimicking. It is not just the way he rolls his tongue and moves his lips, it is also the rapidity of movement, the whole range of facial expression, the shoulders, hands that make him "sound" Spanish when he speaks English. Luis admits that when he speaks English, he feels stiff, the language seems constricting, and the need to enunciate (especially final consonants) is an effort he has avoided.

Forthright comments from members of the class have brought home to him the need to act on his perceptions. He has never before pinpointed his problems or his resistance to change, and he has never received such frank feedback from his peers — the very people he will be encountering at international meetings.

Somewhere in the middle of the course Helmut stops translating. Perhaps it happened during one of our many spontaneous speaking activities, the one in which members of the audience hold up a hand and don't lower it until the speaker has maintained satisfactory eye contact with them. Marcel is an altogether more cheerful person. He has given himself permission to speak English well without feeling resentful about it. "I still think the English are snobs and Americans aren't sincere, but that shouldn't make ME perform poorly." He has also given himself permission to like individuals — English persons, and his teacher, an American. I perceive that these students have learned a lot, mostly about themselves. Where they thought of having to learn English, having to make the effort to speak it, not being good enough, making mistakes, not getting their messages across, and so forth, they now feel good about themselves using English. They have worked hard and their energy is high. Most appreciate the teacher having taken a back seat, some (Helmut, for example) don't, despite having made a real breakthrough in his command of the language. For the teacher, the class has been an "us" class rather than a "me" and "them" course like the ones I ran when I

first came out of teacher education and needed to stand firmly on my authority. These people and I have been equals, colleagues, friends. I have worked hard behind the scenes, and I have been able to relax with my students in the classroom, rather than planning, photocopying, thinking up what to do next, organizing the day from moment to moment. Once the day starts, I react to each situation. It is work, but the spontaneous nature of it makes it fun. Giving the power to the students does not mean throwing away an existing course, or necessarily changing its content. The shift is in the process. It means looking at everything one does in the classroom, and asking oneself these sorts of questions:

**Could the students do this without my help?*

**Could the instructions be adapted so that students run this activity from start to finish?*

**Could these materials be indexed and filed so the students could select the units appropriate to their needs?*

**Could the language lab become totally self-access?*

**Could these exercises live in an indexed folder with the answers in a pocket so that they could be self-correcting?*

**Could students learn what to observe and how to give feedback to one another?*

**Could students come up with their own topics and rules for discussion and debate?*

These new rules will require plenty of work to set up, and then the class will be able to run itself better. For example, if the library shelf contains a book of useful exercises with an accompanying cassette tape, the teacher might separate the book and the tape into individual packages and then index the topics in a central folder (with other such packages). The advantages are many: first of all, several students can use units from this book at the same time. It also means that a student can access a unit without picking over a mass of material or having to ask for teacher help. Therefore, a resource center will consist of units of work in different areas rather than books, tapes, and the like that require teacher guidance. Common sense is the teacher's best guide — it is taught me that brevity helps, variety helps, relevance and up-to-dateness help, humor helps, tuning into and staying tuned into what students want to learn from is the best help of all.

Letting go can be scary at first, but the rewards will come: motivated, high-achieving students, and a deeper, more personally involving experience for students and teacher.

• • •

produce (not true this first time, however!) When the *TN* editor and the printing establishment (Pantagraph Printing) were near each other, the communication challenges were far smaller than they are now. With more control in producing copy, this editor hopes to be able to get the newsletter to you the readers by the first of the month. With this additional control, we ought to be able to put in last minute changes too, and to include late announcements of jobs as they come into the TESOL Office. (Do you hear a lot of hope and good intentions?)

We do not get all this for nothing, however. There are a number of changes that will have to be made in the way we have done this newsletter business. First of all, the deadlines will have to be shifted up. For the October '87 issue, the deadline was the regular August 15th. I amend this editorial on the 19th and I am still waiting for promised (and important) copy. Therefore, for the December '87 *TN*, I am allowing an October 15th deadline. And for the February issue, the deadline will be December 1. In general, after that, the deadline will be the first of the month:

For the February issue, the deadline is December 1.

For the April issue, the deadline is February 1.

For the June issue, the deadline is April 1.

For the August issue, the deadline is June 1.

For the October issue, the deadline is August 1.

For the December issue, the deadline is October 1.

This way your editor will never be bored. All advertisers will be asked to continue the regular way of sending in ad copy, but that deadline is moved up too. Given that the printing takes a week and the post office up to a month, we have to have copy ready for the following issue by the 15th of any publishing month. This month you have a report from our new Executive Director. As your editor, I hope also to keep you informed about developments here in the *TN* production center at Northern Arizona University. The *TESOL NEWSLETTER* address is on page 2, in the first column. Call if you want to talk about this *TN*. In the next issue I will be setting out some ideas for features in the upcoming newsletters. The phone number is (602) 523-4913. Let the phone ring during business hours; if no one is in the office, it will ring through to a secretary who will take a message.

INVITATION TO SUBMIT PROPOSALS FOR SUMMER INSTITUTES

The TESOL Executive Board is inviting institutions to submit proposals to conduct Summer Institutes on their campuses. Applications should be submitted 2-2 1/2 years in advance. For information and guidelines for Summer Institute proposals, write to Richard L. Calkins, TESOL Executive Director; TESOL Central Office; 1118 22nd Street, NW; Washington, DC 20037 USA



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KOREAN UNIVERSITIES continued from page 13

is no reason why one should expect them to, especially at the low levels of proficiency. The teacher needs to adapt American-made ESL materials to include Korean topics, topics about which the students have thorough knowledge, are interested in, and can discuss at length. This approach allows the Korean university student active use of the language that he has passively labored with since middle school. The teacher should not emphasize learning more of the language, but the use of the language already understood by the students. If, after a semester, the students have become comfortable with using English as a means of communication, the semester can be considered a success, for in fact, it is only after students feel comfortable speaking English that real linguistic progress can be made.

Expectations and Adjustments: Once needs have been determined and goals have been set, there may be further adjustments to be made in one's approach to accommodate the expectations of students and administration. As mentioned before, students are eager to learn to speak English; however, they do not understand the importance of preparation for class discussion. The crushing pressure of critical exams at the end of middle school and high school have been the prime motivators

throughout their academic life. They cannot see the necessity of daily preparation for a class that does not involve much direct, objective testing. On the other hand, a teacher wishing to administer periodic quizzes for the purposes of evaluation and motivation may not be able to. The idea of a five-minute, end-of-class quiz is not well understood by Korean students: they simply equate the word quiz with test. Furthermore, the administering of a "little quiz" in an overcrowded classroom of 60 students can be anything but simple. Such a "little quiz" usually results in a frantic ten to fifteen minute free-for-all with students climbing all over one another to share answers and then refusing to hand in their papers.

Further adjustments must be made by EFL teachers used to varied and readily available classroom materials. Language laboratories, overhead projectors and copying machines all exist, but access to them is usually much less convenient than in American universities. Students can use the language laboratories outside of class, but they may have to be supervised by the teacher. Extra copies can be made for a class, but there is a low ceiling on the number allowed, and the teacher must first talk to all the right people, fill out forms, and wait for approval.

The situation described above is not a problematic one, but rather a situation where

non-Korean teachers will have different expectations. The teacher is likely to have to form new expectations and synthesize an EFL approach to suit this new academic environment. Students can be shown the importance of preparation outside of class by demonstrating in class that the ability to communicate in English is promoted by familiarity with a limited number of sentence structures and vocabulary appropriate to the task at hand—and not by endless hours of memorizing words and fill-in-the-blank grammar study. And the relative lack of importance of quiz grades can also be taught, by having the students grade them themselves. There may be insufficient class time for the teaching of listening comprehension; this lack can be compensated by requiring the students to perform listening tasks outside of class. If access to the language laboratory is limited or complicated by rules, students can be requested to share copies of the required tapes to listen to, just as photocopies can be made elsewhere. Rewards: Korean students are often frank with foreigners and will not hesitate to express their disapproval if they think that the teacher is taking the wrong tack. Although this characteristic attitude may wound the pride of a new teacher, it can also prove positive, for there is nothing that is more

continued on the next page



KOREAN UNIVERSITIES continued from page 18

rewarding than the thanks and praise of one's students at the end of a successful semester. More importantly, the teacher can witness the rapid improvement of her students after only a few months. Students who were mute and bewildered at the beginning of the semester are soon communicating in English at every chance. Finally, until the day a coherent English language program is established, the complete autonomy granted the EFL teacher in Korea means that there is opportunity for experimentation, for trying out new ideas and developing new techniques. Many of those accustomed to the committees, reviews, try-out periods, and long discussions involved in the curriculum development phase of most US universities will feel professionally liberated in the free environment of EFL in Korean universities. It is a place to test one's mettle.

Guidelines for the Preparation of Book Reviews for the TESOL Newsletter

by Ronald Eckard
Western Kentucky University

1. A book review should be an essay with a thesis, not merely a recapitulation of a table of contents. In addition to commenting on the strengths and weaknesses of the book, the reviewer may wish to compare it to similar books, indicate its unique features, examine the philosophy upon which it is based (if appropriate), describe how it can be used, or relate it to other works by the author. If you have any questions about your approach to a book review, please call the Book Review Editor or the TN Editor.

2. Books selected for review should be recent publications (generally those published within the past 18 months). However, occasional exceptions can be made when a book warrants a new point of view.

3. Books selected for review should focus on some aspect of language teaching/learning or reflect the concerns of the interest groups of TESOL.

4. Only short reviews (approximately 600 words) will be considered for publication. If you are planning to write a review that is longer than 600 words, please discuss it with the Book Review Editor before submitting it.

5. All reviews should be typed and double-spaced, with wide margins (at least 1"). Submit two copies of the review.

6. If documentation is used in the review, please

refer to the bibliographic forms suggested in the December issues of the *TESOL Quarterly*.

7. Reviews should include the name(s) of the author(s), the complete title of the work, edition, date, publisher, publisher's address, price, and number of pages. Follow the format of a recent issue.

8. The name of the reviewer, title, institutional address, and a brief description of teaching or administrative duties should appear at the end of the review. Include your phone number in all your correspondence with the Book Review Editor.

9. We strongly prefer that reviews not be written by personal friends or institutional colleagues of the author whose book is being reviewed.

10. Please keep in mind that it may be necessary to alter a review in order for it to fit the format and the specifications of the *TESOL Newsletter*.

Editor's Note: Ron is "retiring" as book review editor, having served the TN well. For this we all thank him. In an effort to provide service to you, our readers, the TN will begin, with the December issue, two TESL/TEFL book review columns. Besides the ever popular "Miniscules" column edited by Howard Sage, the TN will have a professional book review section for the kind of books that we as professionals will want to be aware of for our professional growth. The second column will be for ESL classroom texts; for this column too we will borrow the AZ-TESOL column name: CLASS-ics. If there is interest, yet another short review section might be included, a 250-word maximum quick assessment of the new things that our ESL publishers are producing. With more than 100 ESL titles coming out every year, it seems prudent to expand the book review section of the TN.



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USA

Conferences and Calls for Papers

INTERNATIONAL CONFERENCE ON LANGUAGE AND NATIONAL DEVELOPMENT: THE CASE OF INDIA

The ICLAND conference will be held at Osmania University Campus in Hyderabad, India, January 4-8, 1988. For more information, contact in India: Secretary, ICLAND; Department of Linguistics; Osmania University; Hyderabad 500 007, India. The US contact person can be reached by telephone at 315-423-3022. Address: Tej K. Bhatia, Secretary ICLAND Conference Linguistic Studies Program 316 H.B. Crouse Syracuse University Syracuse, NY 13244-1160 USA.

FULBRIGHT TEACHER EXCHANGE OPPORTUNITIES

The United States Information Agency (USIA) has announced details of the 1988-89 Fulbright Teacher Exchange Program, a one-on-one exchange for teachers at the elementary, secondary, and postsecondary levels. There are also opportunities for participation in summer seminars (3 to 8 weeks) in 1988 to be held in Italy and the Netherlands. The deadline is October 15, 1987. Contact the Fulbright Teacher Exchange Program at (202) 485-2522 or write: Fulbright Teacher Exchange Program, ASX United States Information Agency 301 Fourth Street, S.W. Washington, DC 20547 USA.

Southern Conference on Language Teaching (SCOLT)

(Proposals due January 15, Registration materials available Sept 1) November 1987 - Atlanta, GA (Joint meet with ACTFL). October 1988 - Charleston, SC October 1989 - Little Rock, AR. For more information contact: Dr. L. J. Walker, TJC International Language Center; 909 S. Boston, Tulsa, OK 74119; Telephone: (918) 587-6561, Ext 261.

LASSO

Linguistic Association of the Southwest: 1987 LASSO Meeting, Colony Park Hotel, Dallas, TX Friday, Sunday, October 16-18, 1987. For more information contact: Colony Park Hotel; 6060 North Central Expressway Dallas, TX 75206 Telephone: (214) 750-6060 1-800-527-1808.

LANGUAGE DEVELOPMENT CONFERENCE

The 12th Annual Boston University Conference on Language Development is scheduled for October 23-25, 1987. The key-note speaker is Susan Ervin-Tripp (University of California, Berkeley). For more information, call (617) 353-3085 or write: Conference Committee, Conference on Language Development, Boston University, 605 Commonwealth Avenue, Boston, MA 02215 USA.

ROCKY MOUNTAIN REGIONAL CONFERENCE

The fifth RMR-TESOL conference will take place November 12-14, 1987, in Denver, Colorado. The conference theme is Celebrating Diversity; featured speakers are JoAnn Crantall (Center for Applied Linguistics) and Stephen Krashen (University of Southern California). For more information, call Nancy Storer (303) 556-2282 or write to her at the following address: Nancy Storer, Conference Chair; 1000 South Monaco #69; Denver, CO 80224 USA.

JALT CONFERENCE

The Japan Association of Language Teachers will hold its 113th JALT International Conference on Language Teaching/Learning at Meiji University in Tokyo on November 21, 22, 23, 1987. The conference theme is Teaching Foreign Languages. For more information write to the JALT Central Office; c/o Kyoto English Center; Sumitomo Seimei Building, 8F; Shijo Karasuma Nishi-iru; Shimogyo-ku; Kyoto 600, Japan.

ADEMI CONVENTION

The Asociacion de Distribuidores y Editores de Materiales de Ingles de Mexico will hold its eighth annual convention at the Universidad Autonoma de Chihuahua in Chihuahua, Mexico, on November 13-15, 1987. Information is available through Emilio Ruiz, Gerente General, ADEMI; Calle Chihuahua 221; Colonia Roma; Delagacion Cuauhtemoc, 06700; Mexico, D.F. Mexico. (Dial direct telephone number from the US: 011-52-5-584-92-66).

PUERTO RICO / CARIBBEAN REGIONAL CONFERENCE

The Third Regional conference (Working Together: the '87 Goal) is scheduled for November 6-7, 1987, at the Convention Center in San Juan, Puerto Rico. Information is available from PR TESOL, Program Committee; Box 22795 UPR Station; Rio Piedras, PR 00931 USA.

CALL FOR PAPERS: COMPUTATIONAL LINGUISTICS

The 12th International Conference on Computational Linguistics will be held August 22-23, 1988, in Budapest, Hungary. Papers are invited on substantial, original, and unpublished research in all aspects of CL. Abstracts must be received not later than December 10, 1987. For full information on paper submissions, write to Dr. Eva Hajicova, Chair, CL Program Committee; Charles University, Faculty of Mathematics/Linguistics; Malostranske n. 25; 11800 Praha 1, Czechoslovakia.

FIPLV WORLD CONGRESS ON LANGUAGE LEARNING

The 16th FIPLV World Congress on Language Learning and the 7th Biennial AFMLTA Conference (Learning Languages in Learning to Live Together) will be held at Australian National University in Canberra, Australia, January 4-8th, 1988. The keynote speaker is Wilga Rivers (Harvard University). Conference organizers are FIPLV (Federation Internationale des Professeurs de Langues Vivantes), AFMLTA (Australian Federation of Modern Language Teachers' Associations), and MLTA (Modern Language Teachers' Association of the A.C.T. For information write to the Congress Secretariat; GPO Box 989; Canberra 2601, Australia.

COMPARATIVE AND INTERNATIONAL EDUCATION SOCIETY WESTERN REGIONAL CONFERENCE

The University of California, Los Angeles, Graduate School of Education, the International Studies and Overseas Programs, and Pacific Rim Studies Center will sponsor the November 12-14, 1987 conference. For more information, write to Dr. Val Rust; UCLA Department of Education; 405 Hilgard Avenue; Los Angeles, CA 90024.

SLRF (Second Language Research Forum) meets at the University of Hawaii at Manoa, March 3-8, 1988. Call for papers information available. Contact Graham Crookes, Program Chair SLRF '88; Dept. of ESL, 570 Moore Hall; University of Hawaii at Manoa; Honolulu, Hawaii 96822 USA.

THE THIRD INSTITUTE OF LANGUAGE IN EDUCATION INTERNATIONAL SEMINAR— HONG KONG

The IIE conference (Language in Education in a Bilingual or Multi-lingual Setting) will be held Dec. 15-17, 1987 at the Shangri-La Hotel, Kowloon, Hong Kong. For information, write to Verner Bickley, Director, Institute of Language in Education; Park-In Commercial Centre, 21st Floor; 56 Dundas Street; Mongkok; Kowloon, Hong Kong.

1988 IATEFL-TESOL Scotland CONFERENCE

The 22nd annual conference of IATEFL (International Association of Teachers of English as a Foreign Language) will be held jointly with TESOL Scotland from April 11 to 14, 1988 in Edinburgh, Scotland. Call for Papers: Prospective contributors to the conference, who must be members of IATEFL, SATES1, or SATEFL, are invited to offer presentations by completing a speakers' proposal form. Proposals

may include talks, workshops, resource demonstrations, creative activities, debates, poster presentations, formal lectures, or any other activities of relevance and interest. The deadline for proposals is November 26, 1987. To receive a speakers' proposal form, registration or membership information, write to the IATEFL Office; 3 Kingsdown Chambers; Kingsdown Park; Tankerton, Whitstable, Kent; England CT5 2DJ.

NAFSA 1987 REGION II CONFERENCE

The 1987 Region II Conference of the National Association for Foreign Student Affairs will be hosted by the University of New Mexico and held at the Albuquerque Marriott Hotel October 29, 30, and 31. Some of the topics to be discussed are successful techniques for teaching ESL, study abroad programming; interacting with campus personnel; intercultural communication; interpreting the new INS regulations; presentation and evaluation of credentials; innovations in community programs. There will be two pre-conference workshops on Thursday, October 29. GRAC is inviting experts on immigration from various agencies to assess the results of the new immigration regulations. A VOC is holding a five-hour pre-session on credentials evaluation. Details about the workshops will be forwarded at a later date. Conference Chairs: Bruce Tracey and Dennis Muchisky; University of New Mexico; Office of International Programs and Services; Mesa Vista Hall 2111; Albuquerque, NM 87131 USA. Telephone (505) 277-4032.

Briefly Noted

TESOL members who wish to join in the American Educational Research Associations Special Interest Group-Second Language may do so by paying non-AERA member dues of \$5 US annually, which entitles members to a one-page newsletter that appears several times a year and participation in the annual convention of AERA (registration fee is additional). Topics covered at two AERA-sponsored sessions during the April 20-24, 1987 convention were Policy and Planning Issues in Second Language at which the presenters were Richard Ruiz (University of Arizona), Frank Brooks (Longwood College), and Rose Gorrie (Children's Hospital of Eastern Ontario). The second session, Foreign language Teaching and Learning: recent Research, included the following presenters: Dale Lange, Linda Leonard, and Constance Walker (all of the University of Minnesota), Elaine Horwitz (University of Texas) and Michael Everson (U.S. Air Force Academy). For more information about the 200-member AERA SIG-Second Language, write to AERA SIG-Second Language; 249 ARPS; 1945 N. High Street; Ohio State University; Columbus, Ohio 43210, USA.

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DIRECTORY of TESOL Interest Section Officers 1987

(Addresses and telephone numbers are in the USA unless otherwise indicated; phone numbers are work phones unless marked (h) for home.)

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Chair: Kenneth Levinson, 29 West 76th Street, Apt. 10, New York, New York 10023, Telephone: (212) 877-5714
Associate Chair: Cheryl Brown, 3184 JKHB, Brigham Young University, Provo, Utah 84602, Telephone: (801) 378-2385
Newsletter Editor: Gerr'd Berent, National Technical Institute for the Deaf, Rochester Institute of Technology, 60-2242, Rochester, New York 14623, Telephone: (716) 475-6521

Computer-Assisted Language Learning

Chair: Peter Lee, Department of Linguistics, Box 413, University of Wisconsin-Milwaukee, Milwaukee, Wisconsin 53201, Telephone: (414) 229-6180
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EFL for Foreign Students in English-Speaking Countries

Chair: Mary Killen Comstock, ELS Language Center, c/o Holy Names College, 3510 Mountain Boulevard, Oakland, California 94619, Telephone: (415) 531-5176
Associate Chair: Robert A. Pesek, WESL Institute, International Programs, Western Illinois University, Macomb, Illinois 61455, Telephone: (309) 298-1107
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ESL in Adult Education

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ESL in Bilingual Education

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Associate Chair: to be announced
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ESL in Higher Education

Chair: Bob Oprandy, Box 66, Teachers College, Columbia University, New York, New York 10027, Telephone: (212) 678-3996/3799
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Newsletter Editor: Mary Curtis Pold, same as above.

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Newsletter Editor: Caroline Linse, 19 Holworthy, Harvard University, Cambridge, MA 02138 Telephone: (617) 498-6482

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Program Administration

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Refugee Concerns

Chair: Suzanne M. Griffin, Supervisor, Adult Refugee Project, Office of Superintendent of Public Instruction, FG-11 Old Capitol Building, Olympia, Washington 98504, Telephone: (206) 586-2263
Associate Chair: Myma Ann Adkins, Spring Institute for International Studies, 4891 Independence, Suite 100, Wheat Ridge, Colorado 80033, Telephone: (303) 431-4003
Newsletter Editor: Janet Isserlis/IIRI, 375 Broad Street, Providence, Rhode Island 02907, Telephone: (401) 831-1460

Research

Chair: Charlene Sato, Department of ESL, 1890 East West Road, University of Hawaii, Manoa, Honolulu, Hawaii 96822, Telephone: (808) 948-8479
Associate Chair: Diane R. vom Saal, Department of Curriculum & Instruction, 317 Townsend Hall, University of Missouri, Columbia, Missouri 65211, Telephone: (314) 882-6260
Newsletter Editor: Charlene Sato, same as above.

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Chair: Donald Wilson, Faculty of Education, University of the West Indies, Mona, Kingston 7, Jamaica, Telephone: 92-70755
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Newsletter Editor: Lise Winer, Department of Linguistics, Southern Illinois University, Carbondale, Illinois 62901, Telephone: (618) 536-3385

Teacher Education

Chair: Sergio Gaitan, Box 18, Teachers College, Columbia University, New York, New York 10027, Telephone: (212) 678-3038
Associate Chair: Barbara Schwarte, Department of English, Iowa State University, 203 Ross Hall, Ames, Iowa 50011, Telephone: (515) 294-5411
Newsletter Editor: Geraldine Wilks, Department of Communication Studies, Box 3W, New Mexico State University, Las Cruces, New Mexico 88003, Telephone: (505) 646-3629

Teaching English Internationally

Chair: Michael Liggett, Nene Hatun Sok, No. 6, Fuze Apt. Daire 11, Moda, Kadikoy, Istanbul, Turkey, Telephone: 90-1-336-5795, ext. 5
Associate Chair: Gary Butzbach, American Language Center, 4 Zankat Tanja, Rabat, Morocco, Telephone: 07-610-16 or 07-612-69
Newsletter Editor: Susan Rosenfeld, ELP/USIS, Niamey, Department of State, Washington, DC 20520 USA, Telephone: not available

Teaching English to Deaf Students

Chair: John Albertini, Forschungsstelle der Pädagogischen Hochschule Heidelberg (FST), Im Neuenheimer Feld 561, 6900 Heidelberg, West Germany, Telephone: 11-49-6221/477-379
Associate Chair: Margaret Walworth, Gallaudet University, 800 Florida Avenue, N.W., Washington, D.C. 20002, Telephone: (202) 651-5597 (TDD number), (202) 651-5580 (message)
Newsletter Editor: Eugene Lylak, NTID/RIT, One Lamb Memorial Drive, P.O. Box 9887, Rochester, New York, New York 14623-0887, Telephone: (716) 475-6331/6327

Interest Section News

The editor of the page is Mary Ann Christison, English Training Center, Snow College, Ephraim, Utah 84627 USA. Please send Interest Section announcements and additional news items to her by the deadline stated on page 2.

Miniscales

Iron and Silk by Mark Salzman, 1986. Random House, Inc. 201 E. 50th Street; New York, NY 10022, USA. 211 pp. \$16.95 hardcover.

The author of *Iron and Silk* spent two years teaching English and studying martial arts and calligraphy in the People's Republic of China. His life as teacher and student was filled with the unexpected. As teacher, Mr. Salzman learns that his tendency to laugh a lot in class is perceived as "craziness" or "choking" and that certain topics of conversation (Hiroshima, kissing) are too sensitive to pursue. As student, he has to come to terms with the intensity of his teachers' dedication and with the fact that poor performance on his part will cause his teachers to lose face. These details about education in China are particularly instructive for those of us with Chinese students in our classes. But the larger picture Mr. Salzman paints—of the successes and frustrations of an outsider striving to become acculturated—is equally engrossing.

Jann Huizenga
LaGuardia Community College, CUNY

The "Average American" Book by Barry Tarshis, 1980. Atheneum Publishers, Inc., 122 East 42nd Street; New York, NY 10017. 1x + 363 pp. \$2.65 paperback.

How often do our students earnestly ask us, "What would an American do in that situation?" Or "But what is an American?" *The "Average American" Book* allows us to take a bird's eye view of Americans' own habits, life-styles, and attitudes through the answers to questions asked on nationwide public-opinion samplings. Areas covered include what Americans eat for breakfast, how they dream, how happy they perceive they are in their work, how public-spirited they are, how they choose their pets, and how American men "really" feel about women's rights, among other lively categories. Divided into major sections (Our Tastes, Our Relationships, and so on) the book both informs and entertains. Erik Erikson once said that we are "the sum of our disparities, and yet we are linked; we form a community." This book allows Americans to view the marvelous diversity, scope, and richness of their country and in the process to reaffirm their own individuality.

Susan Kulick
School of Cooperative Technical Education
New York City

Miniscales

We invite you to send your miniscales (mini-reviews) of 150 words or fewer to Howard Sage, Editor, Miniscales, 720 Greenwich Street, Apt. 4-H, New York, New York 10014 USA. Please include all bibliographical and price information.



Who's Who and Who's Where

The NATIONAL ASSOCIATION OF FOREIGN STUDENT AFFAIRS announces the publication of the 1987/88 NAFSA Directory of Institutions and Individuals in International Education Exchange. The Directory is a comprehensive listing of who's who in US-foreign student and scholarly interests with more than 7500 institutions and individuals in international educational exchange listed. Copies of the NAFSA Directory are available from the Publications Order Desk; National Association for Foreign Student Affairs; 1860 19th Street, NW; Washington, DC 20009. Members of NAFSA receive one copy free of charge and may order extras at \$20 each. The non-member price is \$25. Please add \$2.50 for postage and handling.

The 1987 TESOL Membership Directory is a comprehensive resource of TESOL WHO'S WHO in both alphabetical and geographical listings of more than 11,000 institutional, commercial, and individual members. Also included is valuable information regarding Affiliates and Interest Sections, listing more than 60 TESOL newsletters and editors, the membership directory is an essential resource for the ESOL professional.

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_____ Teaching English Internationally
_____ English as a Foreign Language, for Foreign Students in English-speaking Countries
_____ English to Speakers of Other Languages, in Elementary Education
_____ English as a Second Language, in Secondary Schools
_____ English as a Second Language, in Higher Education
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_____ English as a Second Language, in Adult Education
_____ Standard English as a Second Dialect
_____ Applied Linguistics (relevant linguistic studies and research)
_____ Research
_____ Refugee Concerns
_____ Teacher Education
_____ Computer-Assisted Language Learning
_____ Program Administration
_____ Materials Writers
_____ Teaching English to the Deaf



Job Openings

Anatolia College, Thessaloniki, Greece. Seeks experienced teachers of English language and/or literature for six-year secondary program, levels elementary to proficiency. Applicants must have degree in English and US state secondary English teacher certification. Offer candidates with graduate training in English or applied linguistics/TESOL, overseas teaching experience and extracurricular interests and experience. Tax-free salary; three-year contract; rent-free, furnished, maintained campus housing; transportation and shipping allowance; Blue Cross/Shield health and hospitalization insurance; tuition costs for dependent children. Send complete resume and supporting documents to Michael R. Bash, Anatolia College, P.O. Box 10143, 541 10 Thessaloniki, Greece.

University of Alabama, Tuscaloosa, Alabama. Teaching assistantship at the English Language Institute and for English department freshman composition courses for non-native speakers. Must be admitted to MA-TESOL program. Positions available August, 1988. For information on MA program and assistantships contact: Director of Graduate Studies, English Department, The University of Alabama, Drawer AL, Tuscaloosa, Alabama 35487, USA. Telephone: (205) 348-5065. AA/EOE.

Vinnell Corporation, Riyadh, Saudi Arabia, is recruiting teachers for the Saudi Arabian Army National Guard Modernization Program. Experienced language instructors are invited to apply for vacant positions in the Defense Language Institute American Language Course training program. Starting monthly salary: \$2688.00, plus vacation travel allowance. Self-contained company compound provides transportation, full room and board, private room, housekeeping and laundry services. Athletic and recreational facilities are extensive, as are social services, which include medical care, travel agent, print and video libraries, cable television and radio stations, APO, and regular air freight privilege. Apply with CV, copies of degree(s), teaching certification, transcripts, and letters of reference to Vinnell Corporation, Chief Recruiter, S.A. Howell, 10530 Roschaven Street, Suite 100, Fairfax, Virginia 22030 USA.

Department of English as a Second Language, Georgia State University, Atlanta, Georgia, seeks to fill two academic-year, tenure-track positions as Assistant or Associate Professor, effective September, 1988, to teach ESL and graduate TESOL courses. Ph.D. required with experience in teaching both ESL and TESOL graduate courses preferred. Evidence of scholarly achievement and active professional involvement in TESOL expected. Rank and salary are commensurate with experience and qualifications; possibility of summer teaching. Initial interviews will be conducted at TESOL '88 in Chicago. Send letter of application, resume, and three letters of reference by January 8, 1988, to Beatrice Divine, Chair, Screening Committee, ESL Department, Georgia State University, University Plaza, Atlanta, Georgia 30303-3083. AA/EOE.

The American University in Cairo, Egypt, seeks
1) Director of English Language Institute to supervise TEFL MA program and intensive English language instruction for students improving their English to qualify for degree program admission, and to teach one or two courses per semester as needed. Area of specialization in TESOL open. PhD and appropriate university-level experience required.
2) Linguistics/TEFL: One faculty member to direct MA in TEFL theses and to teach in at least three of these areas: language acquisition, teaching methods phonology, syntax, contrastive/error analysis, psycholinguistics. PhD required.
3) Two experienced English Language Teachers to teach intensive remedial English for academic purposes to undergraduates just admitted to the University and/or graduate students who must improve their English to qualify for degree program admission. MA in TEFL required.
4) Freshman Writing Program: One or more faculty to teach writing, rhetoric, and introduction to research. MA in TEFL or English literature required. All positions two-year appointments (renewable) beginning September 1988. Rank, salary according to qualifications and experience. For expatriates, housing, roundtrip air travel, and partial school tuition for children included. Write, with resume, to: Dean of the Faculty, The American University in Cairo; 866 United Nations Plaza; New York, NY 10017 USA, before December 31, 1987.

Gifu College of Education, Gifu, Japan. One permanent position for professor, assistant professor, or lecturer to teach EFL at various levels. May start teaching anytime from April 1988 to April 1990. MA or PhD in a related field and teaching experience required. Must be 67 or younger as of April 1, 1988 (retirement at 72). Salary depends on qualification and experience. Full benefits. Send vita, list of publications, photo, and 5-minute audio cassette describing your recent research activities (and statement of present income if consideration desired) by January 8, 1988, to: Takafumi Hirose, Chairman, Department of Foreign Languages, Gifu College of Education, 2078 Takakuwa, Yanaizu-cho, Hashima-gun, Gifu-ken 501-61, Japan.

ESS Foreign Language Institute of Pusan, Korea seeks ESL teachers. Requirement: BA/MS in TESOL or related field. Responsibilities: teach five or six 50 minute classes per day, five days per week. Sometimes special lectures on Saturdays. Salary: ₩ 8,000 per hour for BA (approximately ₩ 1,050,000 per month equivalent to US\$1,300) and ₩ 9,000 per hour for MA (approximately ₩ 180,000 per month equivalent to US\$1,470), but the amount is worth, in effect, much more due to lower cost of living in Korea. Housing provided. Yearly raise of ₩1 000 per hour. Write with resume and recent photo to: Kim, Dae-chol, Director, ESS Foreign Language Institute, 2, 2-ka Kwangbok-dong, Jung-ku, Pusan, Korea.

About Job Notices

The TN reprints in good faith, as a service, the position announcements received. It can make no representations or assurances regarding such positions.

University of Hawaii, ESL Department, Honolulu, Hawaii. Graduate assistantship, AY 88-89, starting in August. Qualifications: acceptance into M.A. program in ESL, good academic standing, experience in ESL/EFL teaching. Foreign applicants: TOEFL score over 600 and enrolled for at least one semester. Duties: 20 hours a week in any of the following areas: teaching in the English Language Institute, serve as course or research assistant. Minimum salary: \$6444 per annum, in 12 monthly installments, plus tuition waiver. Submit completed forms and all supporting documents by February 1, 1988 to: ESL Department, University of Hawaii, Honolulu, Hawaii 96822, U.S.A.

Job Notices Information

Institutional and commercial members of TESOL may place 100-word notices of job openings, assistantships, or fellowships without charge. For all others, the rate is \$50 per 100 words. For institutional, commercial, and non-institutional members, the 100-word limit is exclusive of the contact address and equal opportunity/affirmative action designation (EOE/AA) where applicable. Beyond the limit of 100 words, the charge is \$1 US per word. Type ads double spaced; first list institution and location (city and/or state/province and country); title and/or position; qualifications sought; responsibilities; salaries/benefits; resume, references, etc.; application deadline; contact address and telephone if desired; and EOE/AA (where applicable). Do not underline words or phrases; avoid abbreviations. Send three copies five to six months in advance of application deadline to TESOL Publications; 1118 22nd Street NW; Washington, DC 20037 USA. Late job notices are accepted if there is space. Call TN Editor: (602) 523-4913.

The Technical Training Institute, Dhahran, Saudi Arabia, seeks ESL instructors for its civil aviation electronics training program. Duties include teaching and some program development. Qualifications: M.A. in TESOL or equivalent; substantial (2-3 years) over-seas experience (preferably in Saudi Arabia), ESP for math and electronics highly desirable. Competitive salary and benefits. Two-year contract. Send resume to Mr. Peter W. Woolley, Senior English Instructor, Training Department Saudi Services and Operating Company, Ltd., P.O. Box 753, Dhahran Airport, Saudi Arabia 31932. Telephone: 966-3-879-2323. Telex: 801926 SSOC SJ.

The USIS English Teaching Fellow program provides a valuable overseas teaching experience opportunity for the American citizen who is a recent MA-TEFL or MA-TESOL graduate with no overseas teaching experience. The program is administered through Binational Centers in Latin America and some other parts of the world. A Binational Center is a local, independent association whose function it is to promote mutual understanding between the people of the United States and the people of the host country. Teaching fellows may also be placed in national universities and teacher training institutes. Contracts are for twelve months with a possibility of one renewal. Salaries are sufficient for living modestly on the local economy. Round-trip transportation is provided, but there are no allowances for dependents. For more information, contact The U.S. Information Agency; English Teaching Fellow Program; English Language Programs Division (E/CE); 301 4th Street, SW; Washington, DC 20547 USA.

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TESOL '88



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TESOL NEWSLETTER

Vol. XXI No. 6

Teachers of English to Speakers of Other Languages

December 1987

The Calkins Report

by Richard L. Calkins

TESOL Executive Director

As mentioned in an interview with Joan Morley in the August 1987 *TESOL Newsletter*, my desire was to conduct an assessment of current membership services with respect to their applicability and timeliness regarding the current TESOL membership. TESOL has always worked diligently to provide services of genuine value and benefits to its members, as our various brochures outlining direct benefits, discounts, and options have indicated. As a member of TESOL, you have so many current benefits to take advantage of that it is easy to forget what they are. I would like to share with you our assessment of membership services, as prepared by Susan Bayley (Field Services Director, TESOL Central Office). She has outlined not only what members receive for their dues, but what membership dues support.

Individual membership in TESOL includes the following benefits and service options:

1. The *TESOL Quarterly* (four issues)

A professional, refereed journal, recognized world wide, this publication contains articles that represent a variety of cross-disciplinary interests, both theoretical and practical. Included are reviews of publications as well as nonprint materials, brief reports, summaries, and reader comments.

2. The *TESOL Newsletter* (six issues)

A magazine of general and practical interest, this publication contains refereed and edited articles for the TESOL practitioner as well as news about TESOL officers, committees, affiliates, interest sections, the annual convention, employment listings, and announcements from other organizations.

3. Interest Section Membership and Newsletters

TESOL members may join up to 3 interest

Calkins continued on page 4

Come! Join Us in Chicago for TESOL 1988!



Toasting the start of TESOL '88 are planning committee members and Chicago Hyatt Hotel personnel in the hotel registration area, looking over the Glasshouse Atrium/Lounge. From the left: David Barker, Local Co-Chair; John Haskell, Former TESOL President and Chicago Guidebook Editor; Else Hamayan, Local Co-Chair; Betty Jacobson, Hospitality Co-Chair; Guadalupe Hammersma, On-Site Registration Chair; Carol Buseman, Hyatt Director of Sales; Marji Knowles, TESOL '88 Associate Chair; Joy Reid, TESOL 2nd Vice-President and Convention Chair; JoAnn Crandall, TESOL President; Barry Lewin, Hyatt Resident Manager; Marsha Robbins Santelli, Local Co-Chair; David Gauthier, Hyatt Convention Service Manager.

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Chicago, the City of Big Shoulders, Welcomes TESOL '88

Chicago, the city nicknamed "Second City," is actually second to none. From the moment the first-time visitors arrive, they are captivated by the incredible mixture — contrasts that Richard Wright captured in his widely acclaimed novel *Native Son*.

"Then there was the fabulous city in which Bigger lived, an indescribable city, huge, roaring, dirty, noisy, raw, stark, brutal; city of extremes: torrid summers and sub-zero winters; white people and black people, the English language and strange tongues, foreign born and native born scabby poverty and gaudy luxury, high idealism and hard cynicism! A city so young that, in thinking of its short history, one's mind, as it travels backwards in time, is stopped abruptly by the barren stretches of windswept prairie! But a city old enough to have caught

CHICAGO Continued on page 16

TESOL NEWSLETTER

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The *TESOL Newsletter (TN)* is published six times a year, February through December. It is available only through membership in TESOL or its affiliates. See back page for membership information.

TN welcomes news items from affiliates, interest sections, organizations as well as announcements, calls for papers, conference and workshop reports, and general information of interest to TESOL members everywhere. A length of approximately 300 words is encouraged for those items except for conference announcements and calls for papers which should not exceed 150 words. Send two copies of such news items to the editor.

Longer articles on issues and current concerns are also solicited, and articles on classroom practices at all learner levels and ages are encouraged. However, three copies are required (one typed original and two photocopies) as they are sent out for review by members of the editorial staff and advisory board before publication decisions are made. Longer articles are limited to 1200 words or five typed pages if double-spaced. In preparing the manuscript, authors are advised to follow the guidelines found in the *TESOL Quarterly*.

Authors who wish to contribute to special sections of the *TN* are advised to send two copies of their items directly to the section editors: Affiliate and Interest Section News: Mary Ann Christison, Snow College, Ephraim, UT 84627 USA. Telephone: (801) 283-4021 Ext. 219. Teacher's Bookshelf Reviews (professional books): David Eskey; EDPA; University of Southern California; Los Angeles, CA 90089-0031 Telephone: (213) 743-2465. CLASSICS (Book reviews of ESL classroom textbooks): Send to Jean Zukowski/Faust (JZF) until a new editor is announced for this section. International Exchange: Send to Carol Houser Pineiro, Boston University, Center for English Language and Orientation Programs, 730 Commonwealth Avenue, Boston, MA 02215 USA. It Works: Send to JZF until a new editor is announced for this section. On Line: Send to Richard Schreck, University of Maryland, University College, College Park, MD 20742. Miscellaneous: Howard Sage, 720 Greenwich Street (4-H), New York, New York 10014. Standard Bearer: Carol Kriedler, School of Languages and Linguistics, Georgetown University, Washington, DC 20057 USA.

Advertising rates and information are available from: Aaron Berman, TESOL Development and Promotions. (Address above). For information on submitting job notices, see the job openings page.

Deadlines follow this schedule:

For the February issue, the deadline is December 1.
For the April issue, the deadline is February 1.
For the June issue, the deadline is April 1.
For the August issue, the deadline is June 1.
For the October issue, the deadline is August 1.

President's Note

As I write this note, the members of the TESOL Executive Board (EB) are on their way home from the Midyear Meeting. Before I served on the EB, I wondered what the fifteen members did in these meetings and why it took so many days to do it! Having served on the Board for five years, I now understand the kinds of discussions and decisions that need to be made. I thought it might be useful to summarize here some of the EB's actions, and thus, provide answers for those of you who have also wondered what the EB does at these meetings.

This year, for the first time, the EB were fortunate to be joined by some of the chairs of TESOL's standing committees, and thus we were able to focus on the many activities and concerns of these committees and to provide some time for them to interact with one another. For example, at this meeting, Wes Eby, Chair of the Rules and Resolutions Committee, presented a revised version of the Standing Rule on Resolutions which outlines the procedures by which Resolutions may reach the floor of the Legislative Assembly. We also discussed a draft revision of the Constitution and Bylaws, prepared by William Norris, and agreed that this revision is something that needs further attention, although stylistic changes should be implemented as soon as possible. (A Call for Resolutions appears on page 20 in this issue.)

Patricia Byrd, Chair of the Sociopolitical Concerns Committee, asked the EB to endorse the following public advocacy/political action agenda for TESOL this year: 1) answering/countering the English as the Official Language of the US movement, thus supporting the resolution on language and cultural rights passed at the 1987 TESOL Convention in Miami Beach, Florida, in April; 2) supporting the English Proficiency Act (which would provide funding for English literacy programs for LEP adults in the US); and 3) observing and commenting upon the testing procedures used by the US Immigration and Naturalization Service during the period of status adjustment of aliens previously considered to be in the US illegally. She also alerted the EB to attempts by the Sociopolitical Concerns Committee to address issues of relevance outside the US and other English-speaking countries, including developing committee liaisons with affiliates outside the United States. I am sure Pat and the Committee would appreciate hearing your suggestions on ways to make the work of the Committee more international in scope. On a related note, later in the meeting, the EB was

joined by J. David Edwards, Director of the Joint National Committee for Languages (JNCL), of which TESOL is a member. Dave discussed current JNCL activities and identified ways in which TESOL members, especially those in the United States, could more effectively lobby for legislation that they consider vital.

David Barker, Chair of the Professional Standards Committee, summarized the many activities of the Committee, including a survey of employment conditions in our field coordinated by Linda Tobash; a survey on TESOL's Core Standards and Self-Study as these apply to TESOL members and programs outside the United States, coordinated by Tippy Schabbe; and a proposal to develop a videotape to use to explain the self-study concept and procedures to those who are contemplating undertaking a self-study. The EB endorsed the videotape idea and offered to work with the Committee to identify potential funding sources.

Mary Niebuhr, Chair of the Publications Committee, reported on the status of TESOL publications in progress and also discussed a survey which the committee will be conducting to determine the interest of our members in TESOL's offering another, practice-oriented publication, in addition to the current *TESOL Quarterly (TQ)* and the *TESOL Newsletter (TN)*. This survey is part of a larger membership survey currently being conducted by the Central Office. The survey has been mailed out with the ballot; if you have not completed it yet, please take a few minutes to do so. The EB and the Central Office need to know the kinds of membership services that you want TESOL to provide.

Although Jane Hughey, Chair of the Awards Committee, was not able to attend the Midyear Meeting, we did have an opportunity to discuss and endorse a new Presidents' Award to be given, when appropriate, to people outside our profession who have served our profession well. The recipient of this award will be determined by the President, Past President, and the First and Second Vice Presidents, in conjunction with the Awards Committee. A plaque and a free subscription to the *TN* will be presented to the awardee. A cumulative listing of awardees will also be maintained on a plaque at the TESOL Central Office.

The committee chairs also used some of the time for joint planning for the 1988 TESOL Convention to be held in Chicago, Illinois, March 8 - 13, 1988. In addition, they met with the EB members of the Affiliate Coordinating

continued on next page

Committee (Mary Ashworth, Chair; Fraida Dubin, Associate Chair; and Linda Schinke-Llano) and with the EB members of the Interest Section. Coordinating Committee (Carole Urzua, Chair; Shirley Wright, Associate Chair; and Cathy Day) to plan a joint leadership workshop for the Chicago Convention. This joint workshop will provide opportunities for Interest Section, Affiliate, and Committee leaders to interact and share ideas and concerns. There will also be time set aside for each group to meet separately, as they have during past TESOL conventions.

Naturally, the Chicago Convention was also the focus of some of the EB's discussion. Marji Knowles-Ruffoni, the Associate Chair of this Convention, reported on convention plans for Joy Reid, Second Vice President and Convention Chair, who was unable to attend the EB meeting. Marji described some of the exciting activities planned, including the plenaries, a series of invited speaker sessions, breakfasts, and this year, on Thursday morning, a "fun run" (or "fun walk" for those who prefer a more leisurely pace), the proceeds of which will be given to the Awards committee for the General Awards Fund. This year's presidential event promises to be special: we have decided to "rent" the famous Field Museum of Natural History for Friday evening, where we will be able to explore the museum at our leisure, dine on Chicago-style food and beverages, and listen and dance to Chicago sounds—all of this for only \$25.00! In addition, the Museum has agreed to keep its shop open for the first hour and a half, enabling us to assuage our guilty consciences by buying gifts for family and friends we may have left behind. So, plan to "dine and dance with the dinosaurs" at the fabulous Field Museum and to "Connect in Chicago" with other TESOL members.

Convention discussion also focused on the change of the convention site from the Chicago Hilton Hotel to the Hyatt Regency. This move to the Hyatt has resulted in very inexpensive room rates: a flat \$85 for singles, doubles, or, where possible, triples and quads. The Hyatt is also well-situated for convenient and inexpensive restaurants and shops. The EB is certain that members will be pleased with the Hyatt Hotel and with the relatively low room rates.

The Midyear Meeting is also the budget meeting for TESOL, so much of our attention focused on budget priorities and issues. I am happy to report that we were able to project a balanced budget and still accommodate many of the requests for equipment and other items made by our new Executive Director, Richard Calkins, to help him implement some of his proposed changes within the Central Office (including a consideration of more desktop publishing capabilities for TESOL's many publications). For your information, a full budget report is presented annually at the

Legislative Assembly at each Convention.

The EB also had time to discuss TESOL's mission and to draft a charge to a long-range planning and policy committee which will be named later this year. One change which emerged from our discussion involves a proposed change in the TESOL constitution to increase the term of the Second Vice President to three years, allowing the newly-elected officer to serve an apprenticeship year for Convention planning before becoming Convention Chair (Second Vice President) during the second year of office. During the third year, the Past Second Vice President would serve as a liaison to the Interest Sections and as ex-officio member of the Interest Section Coordinating Committee. This change would bring the Second Vice President's term into line with all other Officers and members of the Executive Board, who serve three-year terms. (You will be receiving more information about this proposed Constitutional change in an upcoming mailing from the TESOL Central Office.)

During this weekend meeting, the EB also discussed membership services and the structure of membership dues, future summer institutes and conventions, liaisons with other professional associations, and planning for the EB meeting during the 1988 Chicago Convention. The *TN* and the *TQ* editors also reported on their work, discussing some of the challenges facing these two publications: for the *TN*, the implementation of a desktop publishing system, and for the *TQ*, the need to identify ways of reducing the burden on the *TQ* Editor by bringing some of the final copy preparation to the TESOL Central Office.

After a farewell toast to Julia Frank-McNeil, the former Publications Director at the TESOL Central Office, we closed our three and a half day meeting—tired but inspired and looking forward to seeing you all at the 1988 Chicago Convention.

JoAnn Crandall JoAnn Crandall

Chicago in March by John Haskell

Chicago in March is definitely NOT Miami in May, (or April, or March). Nor is it San Francisco or New York, but it is the home of the Sox, the Cubs, the Bears, Lake Shore Drive, Chicago Jazz and Chicago Pizza; Marshall Field's, Wrigley's spearmint gum, the Sears Tower, more Frank Lloyd Wright than anywhere in the world, a skyline that certainly rivals San Francisco's and New York's, a GREAT Impressionists collection: Picasso, Chagall, Miro, and Calder, inside and out; opera, theater, symphony, the Museum of Science and Industry, a downtown aquarium and museum of natural history; a Bahai Temple; a Chinatown (or two), as well as other ethnic restaurants and districts of almost every imaginable kind. It is a great place for tourists

BARCELONA '87: A Further Report

by: Bob Oprandy
Teachers College,
Columbia University

This addendum is to address an omission and give an update on the TESOL-IATEFL Summer Institute in Barcelona, to supplement the report given in the last issue of the *TN*. Omitted was any reference to the two people who more than anyone else turned the idea forged a few years ago by John Fanselow, Peter Strevens, and Henry Widdowson into last July's event. E. Patrick Mills and Alan Reeves, chief and assistant administrators of the institute, and their extremely capable, caring and patient staff, took painstaking responsibility for the thousands of administrative, and not so trivial, decisions and details with the utmost professionalism and graciousness. They were hosts par excellence, oiling all the wheels at ESADE, which provided splendid facilities for the event. Their feelings about the Institute now that they have some distance from it? "Thank God it's over, in the sense that the worry was enormous, but then so is the gap the Institute has left behind. Working with both speakers and participants turned out to be deeply satisfying. The level of willingness and cooperation on everybody's part was the most positive aspect of the whole experience."

The cooperative aspect, and the great openness to learn from the uniqueness represented at the event, a few what I am reminded of as Mills and Reeves of ESADE, C. Peter Hill of the University of London Institute of Education, those of us at Teachers College, Columbia University and representatives of the University of Barcelona and other Spanish universities explore the real possibility of continuing the Barcelona connection as early as next summer. More on this anon.

and kids; it is a great place for gourmands and gourmets. It is a great place for music lovers, sports lovers, food lovers, and shoppers. It is a great place for a convention.

The hotel is nicely situated downtown between the "loop," and Chicago's State Street of song and fame, along with Marshall Field's, Carson Pirie Scott, Neiman Marcus, Bloomingdales, Water Tower Place (and the water tower of Mrs. O'Leary and the Chicago Fire fame); yeah! plenty of places to go between sessions.

I suspect that two things are of primary interest to most convention goers beside the content of the convention itself—and these are the price of a room and the cost of meals. The convention hotel is much cheaper than it has been in the past, and we think you will be happy with that. There are, though not in the numbers we found in Anaheim or Miami, other options as well. As for food, there are umpteen fast

MARCH Continued on page 20

From the TESOL Central Office: The CALKINS REPORT

continued from page 1

sections in TESOL, one being a primary selection that offers voting privileges in that section. Our current interest sections represent elementary, secondary, postsecondary, and bilingual education as well as various specializations such as materials writers and program administration. (See the membership application for a complete listing of TESOL interest sections.) Members receive up to three newsletters from each of the selected sections, the number varying from section to section. These publications provide a focus for an individual member's specializations in the field and reflect the growth and development of the profession.

4. Discounts on TESOL Publications

TESOL publishes a wide range of professional materials, all of which may be purchased at up to a 25% discount by members of TESOL. An annotated publications list is available from the Central Office.

5. Timely Information on the Annual TESOL Convention

Members of TESOL receive pre-convention announcements, preregistration material, and the opportunity to register early for popular convention activities. They also receive discounted convention registration fees. The convention program includes papers, demonstrations, workshops, colloquia, and featured guest speakers. Moreover, participants may also visit the extensive exhibit area where the latest publications in the field are on display. This event also offers participants the opportunity to visit educational programs near the convention site.

6. The Right to Elect the Leaders of TESOL and Affected TESOL Policy

Members of TESOL have the right to vote for the officers and members of the TESOL Executive Board and for the leaders of their primary interest section. If members attend the annual convention, they may also attend the Legislative Assembly to vote on TESOL resolutions.

7. The Opportunity to do a number of other things within the organization:

* Apply for TESOL Awards and Grants

Members of TESOL may apply for TESOL awards and grants which are announced in the August issue of the *TESOL Newsletter*. TESOL offers a research award, a materials development award, and a service award as well as teaching awards and travel grants to qualified members on a competitive basis.

* Be Considered for Appointment to a TESOL Committee

Members may designate to which TESOL committee they would like to be considered for appointment. Chairs of these committees seek dedicated volunteers with expertise in particular areas to assist in committee projects throughout the year.

* Use Services of the TESOL Central Office

The TESOL Central Office in Washington, DC, USA, offers a variety of services to members of TESOL. These include the Employment Information Service: for a reduced fee, members may receive bimonthly employment listings and have their resumes on file at the Central Office for one year.

The Resource Center: TESOL receives compli-

mentary copies of classroom textbooks, teacher references, periodicals, and publishers catalogues. They are housed at the Central Office and may be used by members of TESOL.

TESOL Networking: Members of TESOL are welcome to write or telephone the Central Office for information about other parts of TESOL that may be of professional service to these members.

Career Information: Members of TESOL interested in career enhancement are welcome to contact the Central Office for information about the professional, professional preparation programs, and employment opportunities.

Favorable group rate purchase of health, life, and disability insurances.

What may be unknown (and certainly unadvertised) are the services your dues support. It is an impressive array of services which are vital to the TESOL organization as well as to the furtherance of the profession. Among the services your membership dues support are the following:

1. TESOL Summer Institute

The TESOL Summer Institute sponsored by TESOL and held at a prominent institution each summer. The Summer Institute provides an exceptional opportunity for quality graduate and undergraduate coursework.

2. TESOL Interest Sections

TESOL assists more than 15 interest sections in promoting the special interests of the profession. Each interest section prepares a portion of the annual convention program and may publish up to three newsletters each year.

3. TESOL Affiliates

TESOL assists more than 65 affiliates the world over in promoting regional conferences and programs. TESOL affiliates are autonomous organizations of TESOL professionals in a given geographic area. (Membership in TESOL does not include membership in a TESOL affiliate.)

4. TESOL Standing Committees

TESOL supports the professional outreach of the following committees:

The Professional Standards Committee is responsible for promoting professional standards in the workplace; in particular the focus is employment conditions and program regulation efforts through TESOL's self-study project.

The Sociopolitical Concerns Committee is responsible for monitoring social and political activities that affect the professional lives of the membership and the profession at large.

The Publications Committee is responsible for coordinating and overseeing the publication of books, monographs, brochures, and pamphlets that serve the members of TESOL.

The Awards Committee is responsible for determining the criteria for and selecting the recipients of TESOL's awards and grants.

The Rules and Regulations Committee is responsible for seeing that the organization's Constitution and Bylaws are adhered to and revised when necessary. It also oversees the processing of TESOL resolutions that are considered at the annual Convention.

The Nominating Committee is responsible for selecting the slate of nominees for election of officers and members of the TESOL Executive Board which occurs in the autumn of each year. The members of this committee are elected each year at the annual TESOL convention.

5. The Joint National Committee on Language (JNCL) and the National Council for Language and International Studies (NCLIS)

TESOL is a member of both Washington DC-based JNCL and NCLIS. JNCL offers TESOL infor-

mation on federal, state, and local legislation affecting language education in the United States. This coalition of professional language organizations complements the work of NCLIS which lobbies on behalf of its members organizations.

6. Services of the TESOL Central Office and Staff

The TESOL Central Office staff offers its services to the general membership. Executive Director Richard Calkins manages this staff of professionals: Susan Bayley (field services), Aaron Berman (development and promotions), Christopher Byrne (membership and placement), Helen Kromblum (publications), and Chito Padilla (administration).

In a future column, I will take a precise look at the demographics of the TESOL membership and revised current membership categories. I appreciate and look forward to your continued support of TESOL, and I welcome your letters of suggestion.

RLC

Membership Information

by Christopher R. Byrne
TESOL Membership and Placement
TESOL Central Office

At the midyear meeting of the TESOL Executive Board, September 25-28, 1987, the Board authorized several changes in membership dues, categories, and services. The Bylaws of TESOL state that "...no increase for any year above 10% for any category of dues may become effective until 60 days after the Board has notified all members of the proposed increase through appropriate means, and during that period, not over 100 members have registered objections to the proposed increase." Objections are received from at least 100 members, the proposed increase in dues will not become effective until ratified by majority vote of all members having a vote and voting in person or by ballot." The Executive Board has approved improvements in services offered to Commercial Members, including reduced advertising, convention and employment clearinghouse fees, thus necessitating an increase in commercial membership dues of 25% to \$250 US per year, effective January 1, 1988. A letter from the Executive Director on behalf of the EB notifying voting members of this change has been sent.

The Board has also approved an increase in dues for Individual and Student Members. Effective January 1, 1988, individual membership dues will rise from \$40.00 US to \$42.00 US. Student membership dues will rise from \$20.00 US to \$22.00 US. Student Members will also be required to provide a faculty signature, including address and telephone number, to certify minimum half-time status.

The Board approved elimination of the Paraprofessional, Retired, Unemployed, and Volunteer category. This category was established by the Board in 1981; however, it was never presented to the membership for approval and, as such, existed in violation of the TESOL constitution.

As of January 1, 1988, membership categories and fees in TESOL will be as stated below:

Individual	\$42.00 US
Student	\$22.00 US*
Joint	\$60.00 US**
Institutional	\$75.00 US
Commercial	\$250.00 US

*proof of half-time minimum study required

**two-member household

TAKING THE MYSTERY OUT OF TESOL ELECTIONS

or How to Get Someone Elected to the TESOL Executive Board
(It Is Time to Start Thinking About Nominations for Next Year NOW)

by Cheryl Brown, Brigham Young University

When you, as a member of TESOL, see JoAnn Crandall as the President of TESOL, you can be quite sure that she was not just "beamed down" into that position. However, how Jodi got there or how anyone on the TESOL Executive Board comes to his or her position is as big a mystery to many TESOL members as the "beaming down" or "beaming up" process would be. The purpose of this article is to help you as an individual TESOL member know what steps you can take to have as much influence as possible on the outcome of TESOL elections.

begin with, if a person is to be elected to the TESOL Executive Board, he or she has to be on the ballot. There are three different routes by which you can get a person's name on the ballot. One route is through the TESOL Nominating Committee. (See the latter portion of this article to see how to get someone on the Nominating Committee.) This is the route which must be used for TESOL 1st Vice President, TESOL 2nd Vice President, and Members-at-Large of the Executive Board. If you would like to use this route, you should watch for the Call of Nominations which appears once a year; watch for it in the April TV.

You may nominate any TESOL member for any of these three positions. You do not need to ask the person's permission or be sure he or she is willing to serve. The Nominating Committee will do that as part of its job. You should, however, fill out the nomination form as completely as possible as these forms are what the Nominating Committee uses as its members deliberate the selection of candidates.

In selecting the candidates for 1st Vice President, the Nominating Committee will look for nominees with certain characteristics which are important to keep in mind as you make your nominations. Some of the characteristics are previous service to TESOL (especially on the Executive Board), wide-ranging interests in TESOL matters and contacts with TESOL members, public speaking, and general communication skills, and ability to handle criticism tactfully.

In selecting the candidates for Second Vice President, the Nominating Committee considers the demonstrated organizational ability of the nominees (because the 2nd Vice President organizes the TESOL Convention), the ability to handle pressure and stress, and the support (office, office help, time, etc.) that the candidate would receive from his or her institution.

In selecting the candidates for Member-at-Large of the Executive Board, the nominating Committee considers what geographical and/or interest balance and understanding of TESOL concerns each nominee would bring to the Board. In doing this, the members of the Nominating Committee take into consideration the affiliation and interest of persons already serving on the Board.

The Nominating Committee selects two candidates for 1st and 2nd Vice president and 3 candidates for the Member-at-Large position. The chair of the Nominating Committee informs candidates of their selection and obtains their permission to place their names on the ballot. This is one way that you can get someone you want on the ballot.

The second route for getting someone you want on the ballot is through the Affiliate Council. This route begins in your local affiliate where either the affiliate membership or the affiliate executive board designates an official delegate to the Affiliate Council

which meets during the TESOL Convention each year. At the Affiliate Council, your official delegate can nominate any member of TESOL as a candidate for the affiliate representative on the Executive Board. However, many members are nominated, so your candidate will not automatically be on the ballot. In the Affiliate Council after nominations, one person (usually the nominator of the candidate himself/herself) speaks for each candidate. Then, a vote is taken and each official delegate votes for three of the candidates. The top three vote-getters from this ballot will appear on the final ballot which all TESOL members receive. As you can see, if you want to take this route for your candidate to the Executive Board, you need to be active at the local level and, then, you need to solicit the support and help of other affiliates.

The third route for getting someone you want on the ballot is through the Interest Section Council. This route begins in the Interest Section business meetings held each year at the TESOL Convention. In each of these meetings delegates are chosen to go to the Interest Section Council which is also held at each TESOL Convention. The number of delegates which each IS selects depends on the number of members of TESOL who claim primary membership in the IS. Usually the delegates chosen one year attend the Interest Section Council the next year. Each IS can also select persons to nominate as candidates for the IS representative on the Executive Board at the Interest Section Council.

At the Interest Section Council, official delegates from each IS may nominate candidates (generally ones selected in IS business meetings). As in the Affiliate Council, one person speaks for each candidate after the nominations and then an official vote is taken where each official delegate gets three votes. The names of the three top vote-getting nominees on this Section Council ballot will appear on the final ballot which all TESOL members receive. As you can see, this route also requires participation at the grassroots IS level and is strengthened by cooperation with other ISs. This is the third route to getting your candidate on the ballot.

You should understand one other procedure in order to have as much influence as possible on the TESOL elections. That is the procedure by which members of the Nominating Committee are chosen. The Nominating Committee is composed of four members and the chairman. The chairman is selected by the TESOL Executive Board from the elected members of the Nominating Committee from the previous year. The other four members are elected at the Legislative Assembly held at the TESOL Convention each year. There are two routes by which candidates' names are placed on the ballot for the vote at the Legislative Assembly. One route is through the Affiliate Council. With this route, once again, local affiliate members or executive boards decide on persons they wish to nominate. At the Affiliate Council during the TESOL Convention, names of candidates for the Nominating Committee are placed in nomination by any official delegate to the Affiliate Council. Once again, time is given after the nominations for someone to speak on behalf of each candidate. Then a ballot is taken in the Affiliate Council. The top five candidates will have their names on the slate which is voted on in the Legislative Assembly.

The IS Council route to the Legislative Assembly slate of candidates for the Nominating Committee is similar. In the IS business meetings, candidates may be chosen for the Nominating Committee. Later, the names of those candidates may be placed in nomination at the Interest Section Council by any official delegate. Advocates speak for each candidate and then a vote is taken in the Interest Section Council. The top five candidates have their names on the slate which is voted on in the Legislative Assembly.

All members of TESOL may vote on the business conducted at the Legislative Assembly. In the Legislative Assembly someone speaks for each of the five candidates from the Affiliate Council slate and for each of the five candidates from the Interest Section Council slate. The TESOL members who are present then vote for candidates from each slate. The two top vote-getting candidates from each slate then become members of the Nominating Committee and participate in the choosing of candidates for 1st Vice President, 2nd Vice President, and Member-at-Large.

The constitutional rules about elections were devised in order to give each member, each geographical area, and each special interest group as much influence as possible. The only way that this goal will not be achieved is if the individual members of TESOL do not take advantage of the routes which are open to them. Exercise your franchise as fully as possible. Start now at the local level through your affiliate, or through your IS, or simply by sending in a nomination to the Nominating Committee. Have as much influence as you can on the TESOL elections for the Executive Board. It will help "beam" the entire TESOL organization up to a higher level of representation and influence.

Cheryl Brown was a member of the TESOL 1985-86 Nominating Committee.

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Book Reviews: CLASS-ICS

edited by Ronald Eckard, Western Kentucky University

Interactions I: A Communicative Grammar by Elaine Kim and Darcy Jack. 1985. New York: Random House. (xiv + 321 pp.)

Interactions II: A Communicative Grammar by Patricia K. Werner and Mary Mitchell Church. 1985. New York: Random House. (xii + 371 pp.)

My acquaintance with *Interactions I* and *Interactions II* was the result of a senior Fulbright lecture-ship to Syria for the 1986-87 academic year. As Director of Courses of the American Language Center in Damascus, a new EFL program under the auspices of the U.S. Information Service, one of my duties was to evaluate the texts recommended for the program. *Interactions I* and *II* are aimed at "high-beginning to low-intermediate" and "low-intermediate to intermediate" students, respectively. Both books consist of twelve chapters, each divided into four parts. They are accompanied by supplementary texts: Writing process, Reading Skills, and Listening/Speaking skills (with cassettes and tapescript), and an Instructor's Manual. The topics in each series are coordinated so that, for example, Chapter I in the *Interactions I* Grammar book and all the supplementary texts is "College Life"; Chapter II is "Nature." The chapters in *Interactions I* are organized so that three of the parts deal with the new material, with the remaining part devoted to review. Chapter XII, however, is entirely a review chapter and VIII has three review sections. All chapters except the final one conclude with a "useful expressions" section. *Interactions II* begins with a review chapter (although the future continuous is new material). It differs from *Interactions I* in that there are fewer chapter parts of the review variety.

The type of material in a chapter part is a dialogue or text accompanied by a picture. Exercises call for the student to discuss the picture or text. A "grammar box" gives a formal presentation of the structure covered, with underlining exercises where the student has to identify the relevant structure in the text. In Chapter I word-lists are included. There are various drills and exercises, ranging from traditional fill-in-the-blank exercises to truly communicative drills. Many of the activities are of the pair or group-work variety.

A few objections can be raised concerning the presentation of grammar. An example is the grammar box on p. 8 of Book I; it is stated that the verb *be* is used with nouns, adjectives, and adverbs. For adverbs, the example "the teachers aren't late" is given. Or what grounds can *late* be considered an adverb here? Maybe the authors believe that because *late* is frequently an adverb (as in "he always comes late") and, in its meaning here, does not have the adverbial suffix *-ly* so as to differentiate it from its adjectival form, it is simpler to classify it solely as an adverb. However, it is clearly an adjective in the example given. Another debatable point is giving the present perfect continuous in *Interactions I* (pp. 228-38) before the present perfect. The authors attempt to justify this on the grounds that the students already know the *-ing* form of the verb, whereas they have not had the past participle. (*Has been* is treated as a unit followed by the *-ing* form of the verb.) Although the present perfect is presented in the following section, I am not convinced of the necessity for the authors' order of presentation and, given the much-lower frequency of the present perfect continuous, would opt for the traditional order of presentation.

One might also object to the naturalness of the

language used in some of the exercises. An example occurs in *Interactions II* (p. 127). There is a passage in which the student is to fill in the blanks with *used to* or *would* (in the habitual sense). I find the repeated use of these verb forms in one passage rather unnatural. A colleague noticed a similar example in *Interactions I* (p. 231) in a dialogue involving the repeated use of the present perfect continuous.

The texts should have been proofed more carefully. For example, on p. 103 of *Interactions I*, the student is to use cues under pictures to form sentences with the simple present or present continuous. A man is shown smoking a cigar, but this cue has been omitted under the picture. Another example is on p. 181 of *Interactions I*, where the student is to produce Verb + Object + Infinitive sentences with pictures and cues. The cues under picture #1 should go with picture #2 and vice versa.

The texts are oriented toward ESL rather than EFL. Some of the topics must be handled with care (or avoided completely) when one is using the books in countries with a political and/or religious system different from that of the United States. For example, I would not want to have the students discuss freedom of religion if I were using the texts in Saudi Arabia.

Although I have some objections, the texts are as good as any and better than most, but the perfect ESL/EFL textbook has yet to be written. I recommend that curriculum coordinators of intensive English programs (especially those in English-speaking countries) seriously consider adopting the texts for classroom use.

About the reviewer: Charles Wukasz, Fulbright lecturer, Syria.

Read Along. Audio Language Studies, Inc.; One Colomba Drive; Niagara Falls, New York (1-800-843-8056) \$29.95/set, \$5.95 additional books

Recorded stories are very popular with the students in our program, who like to listen and follow along with a printed script. We have been able to meet the needs of our beginning- through intermediate-level students both with commercially available material and by recording short pieces ourselves, but had been unsuccessful with finding material for our higher-level students until we discovered *Read Along*. This series consists of more than 50 books which have been recorded on cassettes and are accompanied by word-for-word transcripts. The series includes a wide variety of books, including children's books, mystery and horror stories, and classics of American and English literature. All are abridged versions in which the main authors' words are used; they are not simplified for ESL. Each set consists of a book and two cassettes in a storage case. The books are from 100 to 150 pages long, spiral bound with paper covers, with rather large print and no illustrations. This lack of a slick appearance in the texts is more than compensated by the high quality of the two to three hours of recorded material in each set. The stories have been recorded at a slow but natural pace by well-known actors who speak both American and British English. In addition to the book and tape sets, there are teacher's guides available for each title which contain a story synopsis, glossary, exercises and answer key, and discussion questions.

Read Along was developed for use in reading

In Memoriam

On August 19, 1987, a memorial service was held at Eastern Michigan University for Patrick E. Buckheister.

Patrick had been an assistant professor in the TESOL program at EMU for three years. He went to EMU after finishing his doctoral studies in TESOL at Teachers College, Columbia University. Before graduate work, he taught in Japan, at Nanzan University and Nagoya International College. In Japan he was co-editor of the *JALT Journal*; in New York he was active in NYSTESOL; in Michigan, he was Vice President and President of MTESOL. At all the affiliates and at TESOL, he was a frequent presenter.

All this, of course, fails to capture what makes us grieve so deeply. The vitae we all write are full of information but not of feeling, of our real selves, of our being. In Patrick's case, it is his wit, his sense of humor and delight in laughing, his love of talking and listening, his obvious joyful affection and love for the immediate family, as well as his same open, honest love for his parents and sisters, his integrity, and obvious relish for ideas. His size, six foot six, looming over most of us, seemed a symbol for his other attributes— bigger than life, more exuberant, more intense, more feeling and full of life than most of us.

Memories of moving pianos together, seeing his head hit a doorframe in Japan, wearing old ties, putting together costumes for parties cannot be shared in words. But the event of death brings to the minds of all of us who knew Pat in life—the images of us together in a range of settings that were exhilarating, pulsing. This seems to be partly what one of his students had in mind when she wrote:

Recalling you sends smiles like flights of birds from face-to-face. (Cathy Duva)

Pericles in his funeral oration too reminded us of how death enables all of us to be with the one no longer with us in the usual sense. His thoughts, with some substitutions:

So they gave their bodies to the common-wealth and received each for his own memory praise that will never die. And with the grandest of all tombs, not that in which their mortal bones are laid, but a home in the minds and hearts of those who knew and loved them.

For good people have the whole earth for their tomb, and even in lands far away there is in every breast a record unwritten that no tablet can preserve except that in the hearts of friends and so our lives go on without visible symbol woven into the stuff of our lives.

Comfort, therefore, not condolences is what we offer today, knowing our lives have been and continue to be enriched by Patrick. Patrick, for being with us.

Agrigatoo gozaimasu

Many who knew Patrick have expressed interest in contributing to a fund of his family's choice: The Patrick Buckheister Endowment Fund at Eastern Michigan University, c/o Cathy Day 219 Alexander, Eastern Michigan University, Ypsilanti, Michigan, 48797, USA; and in memory of Patrick, the Children's Leukemia Foundation of Michigan, 19022 West Ten Mile Road, Southfield, Michigan, 48075, USA; or the Leukemia Society of America (Michigan Branch), 20790 Harper, Harper Woods, Michigan, 48225 USA. by John Fanselow, Teachers College, Columbia University

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and literacy programs for both native and non-native speakers, and can be used with high-level ESL students of all ages. The feature that makes this series a welcome addition to the field is the word-for-word transcript in each set which serves to reinforce the aural material. This sets *Read Along* apart from what was previously available — recorded novels which are generally condensed versions that cannot be used with any existing printed version of the book. It is generally impossible for any student who is not at the near-native level to follow an entire novel without seeing the written word.

Readability levels range from grades three through eleven, and content varies from titles that would interest children (*The Wind in the Willows*), teenagers (*Little Women*) and adults (*The Mayor of Casterbridge*). Many ESL students have read translations of these books and are eager to read them in English. The only "caveat" for using this as ESL material is that some books contain non-standard spellings that authors have used in dialog to show characters' dialects, which ESL students might find confusing.

Read Along can be used with whole classes or reading groups (extra copies of the books can be purchased), or can be used for individual work. Three sets in the series are now being used in our reading lab. They are very popular with our upper-level students, who have said that they help with listening comprehension, reading speed, pronunciation, and guessing vocabulary from context. These students agree that the best place in our program for the sets is in the reading lab, where they

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Affiliate News

edited by Mary Ann Christison, Snow College

DO YOU KNOW YOUR NEARBY AFFILIATE?

Have you ever attended a TESOL affiliate conference or read an affiliate newsletter? Would you like to meet other educators in the field of English as a foreign or second language who live near you? Do you want to know more about programs in your area? Are you perhaps moving to a new area and will be looking for new employment? A TESOL affiliate may be just the right resource for you!

There are currently 67 TESOL affiliates (44 in, and 23 outside, the United States), all of which hold annual conferences and publish newsletters. Other membership services vary from affiliate to affiliate. Some TESOL affiliates offer a service to their members that is not offered to the general membership of TESOL: an introductory one-, two-, or three-year at cost subscription to the *TESOL Newsletter*.

This service is TESOL's way of reaching out to its more than 25,000 affiliate membership the world over. You may want to learn whether the affiliate near you offers this service.

Membership in either TESOL or a TESOL affiliate does not include membership in the other organization. Should you wish to contact someone in a TESOL affiliate, please write or telephone Susan Bayley, Director of Field Services, at the TESOL Central Office: 1118 22nd Street, NW, Suite 205, Washington, DC 20037 USA (202) 871-1271

AFFILIATE NEWS

The editor of this page is Mary Ann Christison, English Training Center, Snow College, Ephraim, Utah 84627 USA. Send interest section announcements, newsletters, and other short items to her (500 words) by the deadline stated on page 2 of the *TN*.

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Henry Trueba, Editor

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BRITISH VS. AMERICAN ENGLISH: REPORT FROM A TESTING GROUND

By Gregory A. Barnes

English is winning the worldwide contest for favorite foreign language, but in many countries, the rivalry between British and American English for dominance remains unsettled. Portugal is such a country. It cannot be called a battleground, given the Portuguese' genial neutrality in the contest, but for some interested parties—publishers and materials writers—the stakes are high. This article is a report on the state of the rivalry based on interviews I conducted with several English/ELT specialists in Lisbon and Coimbra.

The British have considerable advantages in promoting their English, including a long history of good relations with Portugal. The first Anglo-Portuguese friendship treaty was signed in 1373; the British have played a leading role in Portuguese trade since the 18th century; for generations, British citizens have spent holidays or their retirement on Portugal's shores. The center of Lisbon is dominated by landscaped grounds called Parque Eduardo VII, which commemorates the British king's 1902 visit to reaffirm the Anglo-Portuguese alliance.

An American teacher of English is struck by other British claims. Compared with the British, we seem uninformed about EFL—this, despite our lengthening heritage of missionary and Peace Corps teaching abroad; we need only read Maple's basic (but to Americans, useful) comparison of TESL and TEFL (1987) to know our own naivete. We lack a cultural agency like the British Council, which is prepared with both funds and expertise to enrich English language teaching around the world; the Council represents, in Richards' words (1984), "the British selling things British." And we lack an Oxford University Press, which will set up its own bookstores in major European capitals, or a Longman, which actively encourages materials writers to do texts for overseas consumption. The largest English-language bookstore in Lisbon—called, tellingly, the Livraria Britanica—stocks hundreds of British texts but only a handful of their American counterparts.

A more subtle factor in the British favor, according to Robin Jones, Director of Lisbon's International House, is Portugal's uneasy view of Brazil. Great Britain is not the only European power to have created an outsize, renegade colony in the New World. The Portuguese find the Brazilian dialect jarring and are sympathetic, in Jones's view, to the idea that the proper or correct version of a language is that spoken in the mother country.

To all these advantages must be added Portugal's new relationship to Great Britain as the last test country to join the European Economic Community. The EEChas already endorsed a Royal Society of the Arts proposal for training EFL teachers, and it is likely that teacher exchanges between the two countries will increase along with the flow of goods back and forth. The British would seem, in short, to have a lock on the export of English to Portugal.

That this is not the case is testimony to the enormous influence, politically and culturally, of the United States. The American presence is perhaps

more felt than seen. There are no great numbers of tourists nor concentrations of American military personnel; there is no stream of Portuguese graduates returning from American universities. But American rather than British geopolitical strategies make the headlines, and President Reagan's actions in Central America are a favorite subject of graffiti writers.

More importantly, American popular culture has proved terrifically seductive in Portugal, as it has in many other countries. Anyone who has traveled abroad will recognize the signs. The background music in Portuguese restaurants is American pop. The television set in the corner of the bar carries an American show with Portuguese subtitles—to the point where Portugal has considered legislating a minimum percentage of entertainment productions that must be generated in-country. American soft drinks are stocked wherever people go for beverages. Young people wear T-shirts and (to a lesser extent) jeans, the former emblazoned with California witticisms.

In an interview in her office at Lisbon's American Language Institute, Mary Fonseca spoke of a change in the relative importance of British and American English in Portugal. When she arrived in Lisbon 17 years ago, British English clearly dominated; she believes that today, however, American English has reached parity. She, like others with whom I spoke, saw the issue as holding minor importance—as indeed it must to them, considering the fact that there are too few trained Portuguese teachers of English to meet the rapidly growing demand for English among the country's school-age population. Maria Emilia Galvao, of the Ministry of Education, shrugged off the question, saying, "We'll live with both."

Perhaps, after all, it does not matter much whether the Portuguese spell it "programme" or "program." Still, an American teacher and materials writer cannot help wondering why—assuming American English is catching on in Portugal and elsewhere—TEFL is not an American career track; why Longman and Oxford and Cambridge and Heinemann and Pergamon can market English texts aggressively overseas but their American counterparts can't, or won't or, at least, don't.

ACKNOWLEDGMENTS

In addition to the ELT specialists cited above, I would like to thank the following for their contributions to this report: Michael Barker, Director of Livraria Britanica; Maria Isabel Carvalho Gomes Caldeira and Joao Paulo Rodrigues Moreira of the University of Coimbra; Prof.

Laura Pires of the New University of Lisbon; Desmond Rome of BBC English (Lisbon); and Dr. Karin Sousa Ferreira of Livraria Buchholz.

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- January 22 - 24 Thailand TESOL, Bangkok, Thailand
- February 6 Hawaii Council of Teachers of English, Laie, Hawaii
- February 12 - 13 New Mexico TESOL, Las Cruces, New Mexico
- March 18 - 19 British Columbia Teachers of English as a Additional Language, Vancouver, British Columbia, Canada
- March 25 - 26 Michigan TESOL, Frankenmuth, Michigan
- April 7-9 Arizona TESOL, Tucson, Arizona
- April 9 - 10 Louisiana TESOL, Baton Rouge, Louisiana
- April 14-15 New Jersey TESOL, Seacaucus, New Jersey
- April 11 - 14 TESOL Scotland, Edinburgh, Scotland
- April 15 - 17 California TESOL State Conference, San Francisco, California
- April 16 Connecticut TESOL, Meridan, Connecticut
- April 22 - 23 Gulf Area TESOL, Melbourne, Florida
- May 27 - 29 Venezuela TESOL, Caracas, Venezuela
- October 8 - 10 Japan Association of Language Teachers, Kobe, Japan
- October 13-15 Midwest Regional Conference, St. Louis, Missouri
- November 3 - 5 Rocky Mountain Regional Conference, Salt Lake City, Utah

For more information: Susan Bayley, Field Services Director, TESOL, Suite 205, 1118 22nd Street, NW, Washington, DC 20037 USA Telephone S 202 872-1271.

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can work on them at their own pace. They also use the material in a variety of ways; they listen and follow along then re-read without the tape, or they read first then listen while following along, and occasionally listen without the book. One student even used part of the tape as a dictation exercise, writing and then comparing what he had written with the book. *Read Along* is a welcome and long-awaited addition to our reading lab as it rounds out our collection of recorded stories by providing materials for our highest levels. Perhaps the strongest endorsement of these materials has come from the students who have left our program with the *Read Along* catalog and order sheet, planning to take sets home for future study and enjoyment.

About the reviewer: Janet Giannotti teaches in the Division of English as a Foreign Language at Georgetown University, where she coordinates the reading laboratory.

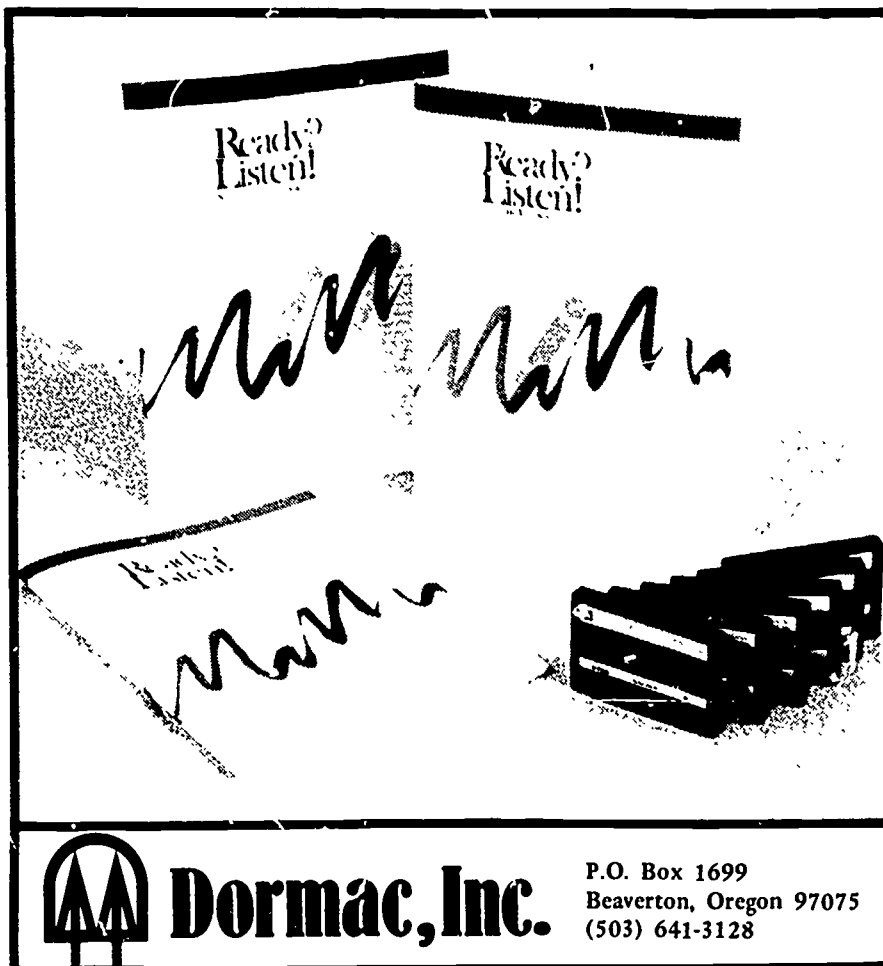
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THE STANDARD BEARER

edited by Carol J. Kreidler, Georgetown University

The first ESL Employment Survey appeared in the *TESOL Newsletter* just six years ago, in December 1981. Results were reported here in "The Standard Bearer" in February 1983. At that time we recommended a biennial survey, but time and money precluded such a time frame. Linda Tobash and Marian Blaber for the Committee on Professional Standards have now developed another survey which we are publishing here. We urge your cooperation in filling out the survey form. This is your opportunity to voice your concerns. —CJK

EMPLOYMENT CONCERNS SURVEY

by Linda Tobash and Marian Blaber, LaGuardia Community College

There has been much discussion recently regarding employment concerns in the field of teaching English to speakers of other languages. However, before any action can be taken to address these concerns, it is necessary to identify them. Therefore this survey was created by the Committee on Professional Standards. It asks you to describe how you feel about the working conditions in the field. It does not ask you to describe the conditions, but rather it asks you to identify which of these conditions cause you concern.

The results of the survey will be published in this column. In addition, the data will be used by the Committee on Professional Standards of TESOL to

- * develop a position paper on employment concerns;
- * recommend action TESOL can take to improve conditions which are identified as major concerns; and share data with Affiliate and Interest Sections in order to enable these groups to take action, if they wish, on major concerns identified by the membership in their areas.

Since the issues are best identified by professionals like yourself, your cooperation is extremely important, and your help is greatly appreciated. Please feel free to copy this survey form and distribute it to colleagues; everyone's input is welcomed. If you have already received a copy of this survey in the mail and completed it, we thank you for your participation and request that you do not complete another. Otherwise, please return the survey or a photocopy by FEBRUARY 1, 1988, to Linda Tobash, LaGuardia Community College, M-103, 31-10 Thomson Avenue, Long Island City, NY 11101, USA.

EMPLOYMENT CONCERNS SURVEY

I. BACKGROUND INFORMATION CODE:

(for internal use only)

- | | | |
|---|------|---|
| 1. Age: | Sex: | 9. What is your primary job title?
(mark one) |
| 2. City, State/Province, Country | | Teacher's Aide/Assistant |
| 3. Highest Level of Education
(mark one) | | Tutor |
| less than a Bachelor's degree | | Teacher |
| Certificate/License | | Lecturer |
| BA/BS | | Instructor |
| MA/MS | | Assistant Professor |
| EdD/PhD | | Associate Professor |
| Other: | | Coordinator |
| 4. In what field or discipline is your education?: | | Professor |
| | | Director |
| | | Chairperson |
| | | Language Specialist |
| | | Volunteer |
| | | Other: |
| 5. How many jobs in the field of teaching English to speakers of other languages do you have? | | 10. In what type of institution are you currently primarily employed? Mark one. |
| | | Pre-school |
| | | Elementary School |
| | | Junior High/Middle School |
| | | Senior High/Secondary School |
| | | Business School |
| | | Proprietary School |
| | | Technical Institute |
| | | Adult Education |
| | | Government |
| | | Voluntary Organization —CUSO |
| | | Peace Corps, VSO, etc. |
| | | Two-year college |
| | | Four-year college/university |
| | | Teacher training institution |
| | | Other: |
| 6. Are you currently employed: | | |
| full-time only | | |
| part-time only | | |
| combination of full-time plus part-time | | |
| 7. Total number of years working in the field: | | |
| 8. Are you represented by a collective bargaining agreement in any positions you hold? | | |
| yes no don't know | | |

II. DIRECTIONS: In this section please read each issue and circle one number. The number circled will indicate the degree of concern you have about that particular issue. In answering, think about these issues at your current place of employment. The numbers stand for the following criteria:

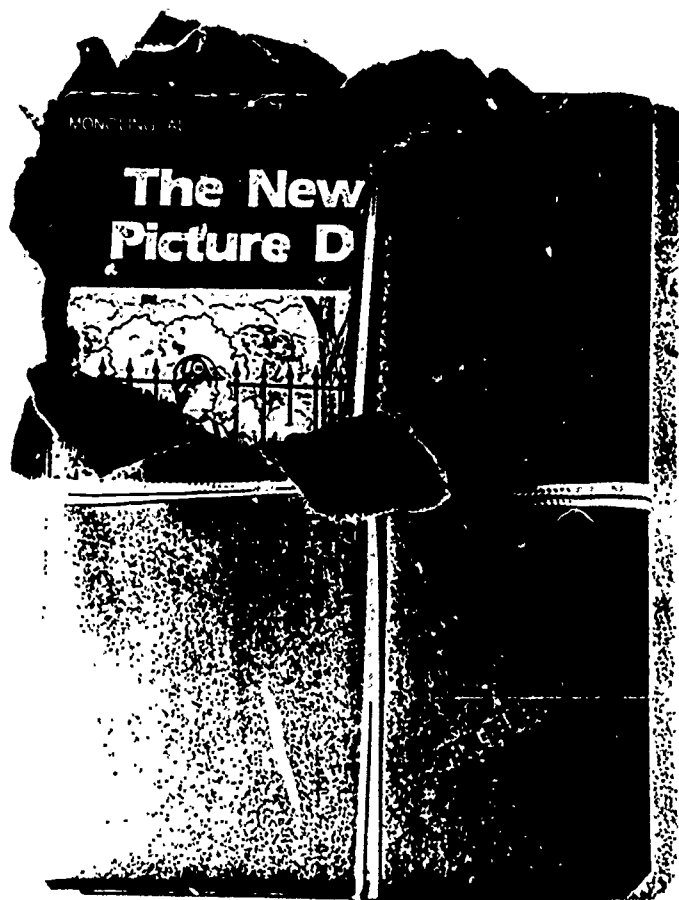
- 1 = extremely important to me
- 2 = somewhat important to me
- 3 = not sure
- 4 = of little importance to me
- 5 = has no importance to me
- 6 = does not apply

CONCERNS AND ISSUES

- | | |
|---|-------------|
| 1. Being viewed as a professional | 1 2 3 4 5 6 |
| 2. Orientation to your place of employment when first hired | 1 2 3 4 5 6 |
| 3. Having qualified professionals hired in your program | 1 2 3 4 5 6 |
| 4. Reassignment of individual from other discipline into your program to teach English | 1 2 3 4 5 6 |
| 5. The ability to acquire a permanent position, e.g., tenure, a Chair, etc. | 1 2 3 4 5 6 |
| 6. Having a collective bargaining agreement | 1 2 3 4 5 6 |
| 7. Representation in governance | 1 2 3 4 5 6 |
| 8. High ratio of part-timers to fulltimers | 1 2 3 4 5 6 |
| 9. Stated contractual agreements or other statements of employment | 1 2 3 4 5 6 |
| 10. Stated grievance procedures | 1 2 3 4 5 6 |
| 11. Sustained job security, i.e., longer than one year | 1 2 3 4 5 6 |
| 12. Adequate health benefits | 1 2 3 4 5 6 |
| 13. Adequate additional benefits e.g., retirement, vacation, etc. | 1 2 3 4 5 6 |
| 14. Salary which is commensurate with duties and experience | 1 2 3 4 5 6 |
| 15. Realistic weekly teaching workload | 1 2 3 4 5 6 |
| 16. Ratio of students to instructor in each class | 1 2 3 4 5 6 |
| 17. Timely notification of employment and schedule(s) | 1 2 3 4 5 6 |
| 18. Reimbursement for duties assigned but extraneous to main job function | 1 2 3 4 5 6 |
| 19. Stated substitution policy | 1 2 3 4 5 6 |
| 20. Fair procedures for performance appraisal | 1 2 3 4 5 6 |
| 21. Opportunities for promotion | 1 2 3 4 5 6 |
| 22. Support for attendance at professional conference | 1 2 3 4 5 6 |
| 23. Support for professional projects e.g., development of materials/books review of software, educational leave, etc. | 1 2 3 4 5 6 |
| 24. On-site professional development workshops | 1 2 3 4 5 6 |
| 25. Having a voice in curriculum development and textbook adoption | 1 2 3 4 5 6 |
| 26. Having access to adequate work-space and office equipment | 1 2 3 4 5 6 |
| 27. Having good classroom conditions | 1 2 3 4 5 6 |
| 28. Quality of assigned or required classroom materials and curricula | 1 2 3 4 5 6 |
| 29. Quality and availability of materials for use out-of-the-classroom, e.g., reference books, lab and workshop materials, etc. | 1 2 3 4 5 6 |

LI. GENERAL COMMENTS: Please elaborate on your major employment concerns in the field of teaching English to speakers of other languages and share how you think these concerns might be addressed to TESOL.

The editor of the Standard Bearer is Carol J. Kreidler, School of Languages and Linguistics, Georgetown University, Washington, DC 20057 USA. Send appropriate articles to her for review. Please note that an error was made in the Standard Bearer Column in October. The article by Felicia DeVincenzi on the NTE Programs Test for ESL was edited by Carol Kreidler and should have been under the Standard Bearer heading. My apologies...JZF



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Interest Section News edited by Mary Ann Christison

VIDEO GROUP LOOKS FORWARD TO TESOL '88

At TESOL '87 in Miami Beach, users and producers of video came together to propose the formation of a video Interest Section in TESOL. Procedures for becoming an Interest Section require a group to show evidence of professional interest and to obtain a minimum of 50 signatures of TESOL members who are willing to declare the prospective interest section as their primary interest section. After nearly a year of preparation and signature gathering, members have prepared a petition to have the Video-IS recognized by TESOL. Signers include long-standing TESOL members as well as other professionals who have heard about the group and joined TESOL. Expressions of support have come from TESOL members around the world aware of the need for an international forum focusing on the use and development of video in language teaching.

At the time of this writing, the final program for TESOL '88 has not been decided. However, a large number of video-related presentations, including an international colloquium on "Video in Language Teaching," have been proposed.

For more information on the formation of a video interest section, please contact: Susan Stempleski, Hunter College IELI, Room 1025 East, 695 Park Avenue, N.Y., NY 10021 USA. Telephone: 212 772-4290.

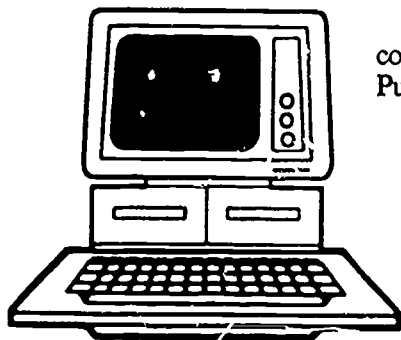
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The ALA English Course (ALAEK) by Sheldon Wise, et al

The most thorough and most extensive English-teaching materials in print. Phase 1 of this rigorous new course is NOW available: 3 Textbooks (out of 9), 1 Teacher's Guide, and 1 Workbook, totaling almost 1,300 pages! ALAEC Books 1 to 3 will bring absolute beginners to a solid mastery of English at a low intermediate level. This course covers in depth the skills of listening, speaking, grammar reading, and spelling.

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Interest Section News

edited by Mary Ann Christison, Snow College

TESOL '88 SOFTWARE FARE: CALL FOR PROPOSALS

The Software Fare is an informal forum for educators to show new, non-commercial software which they have designed. Amateurs as well as experienced programmers are welcome; this is your chance to get recognition and feedback from other teachers. Some Apples, IBMs, and Commodores might be available. Send your proposal of 150 words describing your program and the hardware required to Claire Braden, Economics Institute, 1030 13th Street, Boulder, Colorado 80302 USA.

AEIS ACADEMIC SESSION IN CHICAGO

by Pat Rigg, Associate Chair AEIS

The Adult Education Interest Section has been very fortunate to secure as speaker for its Academic Session at TESOL '88, Dr. David Nunan, who will speak on *A Collaborative Approach to Curriculum Development*. Nunan is Director of the National Curriculum Resource Center, which provides curriculum, teacher training, and materials development service for the Australian Adult Immigrant Education Program. Nunan has worked as a teacher, lecturer, and researcher in teaching English to speakers of other languages in Australia, England, Southeast Asia, and the Middle East. His research interests include curriculum development, second language acquisition, testing and evaluation. He has numerous publications and his latest book, *The Learner-Centered Curriculum: A Study in Second Language Learning*, is to be published by Cambridge University Press.

Here is an abstract of David Nunan's presentation at the AEIS Academic Session:

A set of procedures will be presented which teachers can use in developing or adapting their curriculum. The session is offered in the belief that, since teachers and students are the central agents in the learning process, the most effective programs will be those which are developed through collaboration between teachers and students.

The curriculum is viewed from the perspective of teachers and students, rather than from

that of external agents, because the outcomes of instruction will be determined, not by what educational planners say ought to happen, but by what teachers and students actually do.

During the session, a rationale will be offered for this teacher-centered and student-centered approach to the curriculum, and participants will have the opportunity of experimenting with a series of activities and tasks which can be utilized in grouping learners for effective learning; identifying goals; selecting content, learning tasks and activities; and curriculum evaluation.

There will be a reception following the AEIS Academic Session for all the participants. We are trying to encourage cross-fertilization among interest sections; if you feel this session speaks to members of your interest section, please feel free to use the information here in your newsletter. Call me if you have any questions. Pat Rigg 602-795-2199

INTEREST SECTION NEWSLETTER SUBSCRIPTIONS

Both members and non-members of TESOL may now subscribe to Interest Section Newsletters. For members who wish to receive more than periodic newsletters from their three selected interest sections, a subscription package adds diversity and a fuller range of information to one's TESOL membership. For people who choose not to be members of TESOL, but who wish to receive information from selected interest sections of TESOL, a subscription package offers an introduction to TESOL services. Here is the subscription package, for delivery of newsletters bulk rate in the United States and surface rate outside the United States.

4 IS newsletter subscriptions/year: \$25.00 US

8 IS newsletter subscriptions/year: \$40.00 US

12 IS newsletter subscriptions/year: \$75.00 US

Newsletters are produced by volunteer leaders. Thus, TESOL cannot guarantee the number of issues in a subscription year. Most interest sections publish two to three newsletters a year. They vary in length from four to sixteen pages, although most newsletters are eight pages. For example, a \$25.00 US subscription to newsletters from four interest sections might include anywhere from four newsletters (a few sections only produce one newsletter a year), and up to twelve newsletters (some sections produce three newsletters a year).

For members of TESOL, this is your chance to expand your TESOL membership. It is a good opportunity for people who want to get to know a little more about new trends, specializations, forthcoming convention programming and the leaders in special areas of interest.



Adult Ed Meets EED and RC

WORKING TOGETHER FOR REFUGEES is a special section in which the Adult Education Interest Section joins two other interest sections—ESOL in Elementary Education and Refugee Concerns—to explore how we can cooperate and collaborate on issues that concern us all. The problems of refugees are not restricted to their English classes (a concern of Adult Education), or to their children's education (a concern of Elementary and Secondary ESOL interest sections), or to their vocational needs (a concern of Refugee Concerns). Refugees may grapple with all of these problems, and in grappling with them, one family may deal with four or more TESOL members, each belonging to a different Interest Section. This Special Session explores some specific ways in which TESOLers can work together on such problems. We think this is an important session and we believe it will be an exciting one to participate in.

Here is a brief description of the people involved and the procedure we plan to follow: Pat Rigg, Associate Chair, AEIS; Judy Meyer, Associate Chair, ESOL in Elementary Education; Myrna Ann Adkins, Associate Chair, Refugee Concerns; Helaine W. Marshall, U. of Wisconsin Technical Institute; Gail Weinstein-Shr, Temple University. This panel will report briefly on specific ways they have cut across arbitrary boundaries, perhaps by collaborating with school and community agencies. Then small groups composed of members from the different interest sections will briefly report to one another on collaborative effects already in place and will then pose possibilities for further collaboration, with each group creating one idea that can be adapted to the local conditions of each group member. Finally, each group will share these ideas with the other groups.

Interest Section News

Send Interest Section announcements, newsletters, and other short items by the deadline on page 2 of the TN to Mary Ann Christison, English Training Center, Snow College, Ephraim, Utah 84627.

within the homes of its long, straight streets, the symbols and images of man's age-old destiny, of truths as old as the mountains and seas, of dramas as abiding as the soul of man itself! A city which has become the pivot of the Eastern, Western, Northern, and Southern poles of the nation."

Although the name "Chicago" conjures up many images, the reality of Chicago mirrors this city's great spirit—its hospitality, its ethnic neighborhoods, and diverse populations, its famed museums, the magnificent outdoor sculptures, the lovely parks, and beaches that stretch along the beautiful Lake Michigan. First-time visitors are amazed and surprised and want to come back. Returning visitors savor old memories and create new ones.

The headquarters for TESOL '88 will be at the elegant Hyatt Regency Hotel located on Michigan Avenue in the heart of the downtown area, just a short walk to the shores of Lake Michigan. A few blocks south are the world famous Art Institute and the Goodman Theater. The Museum of Natural History, the Adler Planetarium, and the Shedd Aquarium are only a short distance away. Michigan Avenue is known as the Magnificent Mile and it lives up to its name. Starting with Water Tower Place, a luxurious shopping mall, Michigan Avenue is lined with the most exclusive stores in the country, art galleries, restaurants, theaters, museums and architectural landmarks.

Chicago is a modern citadel of architecture. Renowned architects Adler and Sullivan, Burnham and Root, Frank Lloyd Wright, and Mies van der Rohe have left this city with numerous architectural landmarks. Since 1969, Chicago has had three of the world's tallest buildings—the John Hancock Center, the Standard Oil Building, and tallest of all, the Sears Tower. The Sears Tower is a monument every observer has to notice, for its soaring glass facade dominates the skyline.

Afficionados of more traditional architecture will be fascinated by the neo-Gothic style of the Tribune Tower and the work of Louis Sullivan who designed, at the turn of the century, the Carson-Pirie-Scott flagship store on State Street. Sullivan, with Dankmar Adler, did the original Chicago Stock Exchange. After the building was torn down in 1972, its trading floor was reconstructed inside the Art Institute, and its magnificent arch now stands outside the Goodman Theater. Adler and Sullivan also designed the Auditorium Theater and Roosevelt University. State Street is home to numerous Chicago landmarks such as Marshall Field's, the Reliance Building, and the recently renovated Chicago Theater.

Equally exciting as architectural marvels of Chicago, are some of the top-rated museums in the country. One of the world's leading art museums, the Art Institute of Chicago, has internationally renowned collections of famous masterpieces including some of the finest French impressionist and post-impressionist paintings outside of France and one of the most comprehensive collections of American art in the world. The collection spans forty centuries and includes paintings, sculpture, prints and drawings,

photographs, Oriental art, primitive art, decorative arts, textiles, architectural drawings and fragments, and arms and armor. Thirty-one newly renovated galleries of European art include works from Rembrandt to Renoir. Among the museum's noteworthy masterpieces are El Greco's *The Assumption of the Virgin*, Seurat's *Sunday Afternoon on the Island of La Grande Jatte*, and Grant Woods' *American Gothic*.

Among the museums not to be missed is the Field Museum of Natural History, founded in 1893. It is an international center for exhibits, educational and scientific research in the fields of anthropology, botany, geology, and zoology. Exhibits dramatize pre-history to the present. Ten acres of anthropology, botany, geology, and zoology exhibits depict the universe from 4.5 billion years ago to the present. Highlights include prehistoric human beings; the rich cultures of China, Oceania, Africa, Egypt, and the Mediterranean; splendid American Indian collections including the only Pawnee Earth Lodge of its kind, and the magnificent new Northwest Coast hall. Lifelike dioramas capture the excitement of dinosaurs, meteorites, wild animals, and brilliant plants.

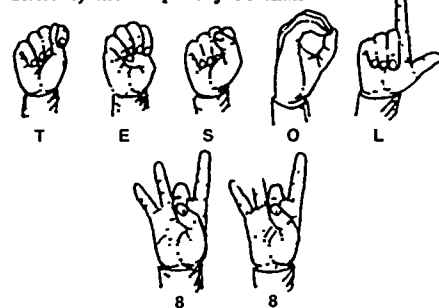
The Museum of Science and Industry, located in Hyde Park near the University of Chicago, is known as the Midwest's leading tourist attraction and the world's largest and most popular center of contemporary science and technology. Over 2,000 exhibit units in 75 major exhibition halls offer visitors ample opportunities to become directly involved in fun-filled learning experiences by pushing buttons, turning cranks, lifting levers, and operating computers. Exhibits demonstrate scientific principles, technological advances, and industrial applications. Among the most well-known displays are the Apollo 8 space capsule, a 16-foot high woolly mammoth, a full-sized German U-boat, silent screen star Colleen Moore's Fairy Castle, and a full scale replica of an underground coal mine. The newest addition to the museum is the Henry Crown Space Center which houses the latest in space exhibit and the spectacular Omnimax Theater featuring the world's most advanced film projection system. In the event you may still have some spare time, visit the Chicago Historical Society and the Museum of Contemporary Art.

For those TESOL explorers interested in seeking out different sections of the city and their local restaurants, the possibilities are endless. To the west of the Loop area—or the center of the city—is the University of Illinois at Chicago, Greek Town and little Italy. To the south lies Chinatown. To the southwest is the Pilsen area, home to thousands of Mexican-Americans. Heading north on Lake Shore Drive is the Gold Coast and Lincoln Park where, again, restaurants, galleries, and boutiques abound. Continuing south, again on Halsted Street, is Greek Town, home to the best Greek food outside of Athens. Still further south on Halsted Street, in the Pilsen district, are numerous authentic Mexican restaurants. Chicago is famous (or infamous) for its weather, so be sure to keep an eye on the forecasts in your home newspaper. March can be balmy or biting, one never knows. We're sorry about that. So dress accordingly. Also, you may want to bring clothes for "dressing up" or "dressing down." A few restaurants require jackets and frown on jeans, although most restaurants have an "anything goes" policy. Now that you have decided to come, you will be glad to know that getting here is no trouble. There are two airports in Chicago—O'Hare and Midway. From O'Hare you can take the train downtown or catch a bus or a taxi. From Midway, a cab is the wisest choice. By the way, a much-

guarded secret is that Midway Airport is not nearly so crowded or busy as O'Hare.

Regardless how you get here, be sure to attend TESOL '88 at Chicago. Hard-working committees are getting up to make this convention the best ever. We have already planned some truly memorable experiences for all who participate. A few have never been done before—dinner at the Field Museum with the run of the entire place. We plan to have an up-to-date theater calendar for you as soon as that information is available. The conference, speakers, and sessions promise to be excellent. This year has been an active year in terms of research and politics and we all have a lot to offer one another. Plan now to be in Chicago from March 8th through March 13th, 1988. Come to share our spirit, our diversity, and our enthusiasm.

This personal invitation has been extended by Judy Kwiat, the Hospitality Chair, and Shirley Rakove, the Hospitality Co-chair.



SURVIVING A TESOL CONFERENCE, FINANCIALLY

by Frederick L. Jenks,
CIES, Florida State University

Editor's Note: This helpful article would have been even better had it arrived in time for the August TN—but there are still lots of useful hints here!

Every TESOL member would like to attend every TESOL conference! It is an annual educational Brigadoon, a short week once every year in which peers from around the globe gather to share information, insights, and professional gossip. It is the one time each year when former college roommates, Peace Corps pals, and assorted acquaintances mingle and reunite in an intensive learning site; Honolulu, Toronto, Anaheim, Mexico City, Boston, Miami, and San Juan.

It is a terrific annual conference, perfect for a concentrated in-service training experience. It is an ideal conference for seeking solutions to a problem facing ESL teachers in their respective school districts, universities, or programs. But, who can afford to attend? Precious few workaday ESL teachers are able to save the money from their incomes to cover the \$99-a-day rooms at the Fontainebleu, the \$7.25 hamburgers with fries for lunch, and the transportation costs. Of those who do attend and have expenses reimbursed by a school or program, very few are provided with full reimbursable coverage and, consequently, must pay a substantial portion of the charges for attending.

Fifty or sixty conferences ago, I began to realize that the professional status which we educators accord ourselves does not seem to be recognized by anyone except large conference hotels and surrounding restaurants; they recognize educators as professionals just as they recognize lawyers, doctors

Continued on next page

and investors as professionals. Therefore, we pay the same rates as they do. The airlines follow the same credo: "If you want to be a professional, pay for it!"

Those of us who became teachers realized early on that money was not going to be a career priority. The very same backgrounds that prepared us for our careers also gave us survival experiences worth using in our quest for the conference.

The 1988 meeting is scheduled for March 8-13 in Chicago, Illinois. Do you want to attend? The time to begin planning is NOW! The two immediate questions are whether you will be able to be away from work/home at that time, and how the trip will be paid for? The first question may be answered by determining next year's school schedule, whether there are allowances made by the school for conference attendance, if written approval from a superior is required, and how to obtain this permission. For example, at Florida State University's Center for Intensive English Studies, in 1986, we arranged the Spring schedule so that TESOL week would be a "vacation" week for all students and teachers. To do so, all sacrificed the "spring break" by staying at school and, thereby, finished the term one week earlier; that week was TESOL Miami.

Lacking travel funding from the school, where do you find support? I suggest that you scout around for possible travel grants from your state's department of education, from your library's resources on foundation support, from local service organizations with an as-yet unspoken commitment to linguistic minority groups, and from professional organizations. Some travel grants do, indeed, exist. There are usually "strings attached" (i.e., delivering training workshops in your region to rural school districts), but it is you who suggest these strings in your own proposal: academic bartering.

Many TESOL affiliates offer partial stipends for a member attending major conferences. From nominees or applicants, a committee typically selects a representative to attend with some expense money. TESOL has a wonderful memorial fund that provides support for attendance to such events as the Summer Institute; many states have similar programs. Furthermore, certain officers of larger affiliates are provided a travel allowance to attend the annual conference and its Affiliate Assembly. (This is not only a just and necessary fringe benefit, but it is also an excellent incentive to serve and support your local organization through active leadership. There should be some occasional rewards for the thousands of hours of service performed by us "professionals." After all, ESL teachers infrequently receive free country club memberships and two-martini lunches as perks of employment! All we seek is a chance every few years to attend a professional meeting, receive some funding to help make that a reality, then register and conscientiously attend... WORK!)

When all else fails, we must start saving for a trip to a TESOL conference, perhaps every second or third year. We may have to wait for one closer to our homes; we may have to plan a year ahead to make the conference a family vacation-of-learning. Many members plan personal and family activities around the dates and sites of professional conferences. At least some professional deductions are recognized by the IRS for the conference attendee, a modest yet real incentive for some. In short, if you make your attendance a long-term goal and you begin planning for the goal now, you will succeed! Strategize!

If your institution will sponsor you only if you deliver a paper at a conference, get busy and develop a strong presentation to submit to TESOL. Selection is very competitive, so prepare well, write your abstract and application carefully, select the most appropriate Interest Section to referee your proposal, and send it in!

It is a way to place your professional "ante."

When you receive your conference pre-registration packet, you will find information on air travel at group rates from major airlines. This may be the least expensive way to travel by air. If so, get your name in! But, first check with your local travel agent for other fares, check your own "frequent flyer" mileage status, read the advertisements for discounted tickets from outlets specializing in "frequent flyer" miles, and keep an eye on travel advertisements in weekend newspapers. You might be able to organize your own group with the help of your travel agent and an entry in your affiliate TESOL newsletter!

Now then, do you know someone in Chicago? Do you have someone to visit? Your Christmas cards are a nice vehicle for mentioning your possible trip to the conference site. Spending an evening with a friend or family member is a way to maintain the relationship and save a night's lodging costs. More importantly, a contact person can provide you with much local information: less expensive hotels within walking distance, best way to travel from the airport to the hotel, good nearby restaurants with moderate prices, tickets reserved in advance to any local events, discount coupons, whatever!

You can begin now to contact one or two individuals who may want to share a room at the Chicago Hyatt-Regency with you. Frequently, a mini-suite for four costs far less per person than a single room for you, and it is a bit classier, too. Also, major hotels frequently offer weekend rates in local newspapers. If a hotel near the conference site advertises such rates, give your hotel 24-hours notice and move! And, do not feel guilty!

If the \$1.75 cup of coffee is not your cup of tea, carry an immersible heating element and instant fixings. I do! Waiting forty minutes for a cup of coffee at the restaurant or via room service is almost as unbearable as the check. And, pack your own munchies, fruits, or favorite edibles in your luggage; chances are that a grocery store is not situated next to a conference hotel. BYOB. If your room happens to have a mini-refrigerator, a one-time trip to the neighborhood markets should fill the larder for the conference's duration. The \$8 breakfast that I do not eat in the hotel will surely be consumed by next week's conventioners!

The key, then, to financial planning for a conference is to do so well in advance. By gathering information from TESOL, from your travel clubs (AAA or AMOCO Multicard's half-price hotel vouchers), from potentially supportive associations (such as the American Council of Learned Societies), and from your employing institution, you can determine whether your attendance is fiscally feasible. You may be rewarded by being able to attend next year's conference!

Remember, also, that the next TESOL conference may be the least expensive one in the future. Not only do air travel costs and hotel costs continue to escalate annually, but also there is virtually no chance that a conference for more than 4,000 attendees will ever be held at anything other than a lodging facility designed (and priced) to accommodate large numbers of guests, dozens of concurrent sessions, and full dining services.

So, now is the time to prepare for Chicago. NOW is the time to find someone who may wish to be your roommate for four days in March.

See you there!



Hard at work, planning the convention,
from the top:

Marji Knowles, Associate Chair

David Barker, Local Co-Chair

Richard Calkins, TESOL Executive Director

Steve Ross, AV Director

Marsha Robbins Santelli, Local Co-Chair

Aaron Berman, Exhibits and Advertising

The 1987 Nominating Committee Submits Slate of Candidates for the TESOL Executive Board:

The Nominating Committee, composed of D. Scott Enright, chair, and committee members Sarah Hudelson, Linda Tobash, J. Wesley Eby, and Dennis Terdy, worked through the summer to complete a slate of nominees for TESOL 1988 First and Second Vice Presidents and Executive Board Member-at-Large. These candidates and the six others nominated by the Affiliate and Interest Section Councils at the TESOL Convention in Miami are presented here. Ballots have been sent to all paid up members of TESOL, and must be returned to the TESOL Central Office no later than January 10, 1988 in order for the votes to be counted.



Jean McConochie

TESOL is a worldwide network of dedicated professionals. Through its publications, conferences, and opportunities for service, the organization encourages professional and personal growth. To extend its benefits even more widely, I believe the organization should (1) rethink the annual convention—sites, cost of accommodations, length, and frequency—so more people can attend; (2) establish a procedure whereby TESOL members outside the US can pay for membership or publications in their local currency; and (3) encourage the formation of new interest sections and affiliates.

**For First Vice
President**



Lydia Stack

The eighties have been a decade of change and growth for TESOL. The next few years bring new challenges for TESOL. For non-US based affiliates, TESOL must move toward implementing the proposals made to the Executive Board by the International Concerns Committee. Inside the US, TESOL must be ready to address the issues posed by the "English Only" movement and implement the English language requirements specified in the Immigration Reform and Control Act. Teacher certification and full-time employment are two other major issues for most members. TESOL is a diverse organization working toward common goals for its members.



Mary Ann Christison

Planning the TESOL '89 Conference in San Antonio, Texas would give me great satisfaction and pleasure. For the past ten years, TESOL has given me so many wonderful opportunities to work with the kind of people that I enjoy the most—fun, positive, energetic people who are committed and dedicated to teaching English as a second or foreign language. My job requires that I be a classroom practitioner, researcher, materials developer, administrator, and a teacher trainer. For this reason, I look at our profession as a global one and believe I can plan the kind of conference that would meet the varied needs of our membership. My goal as TESOL's Second Vice President would be to work closely with the affiliates and interest sections in planning a conference with varied programming and opportunities for continued professional development.

**For Second
Vice President**



Richard A. Orem

As English has become a world language, so has TESOL become a world organization bringing together teachers and teacher educators, students of the language and students of language teaching, researchers, administrators, materials writers and many more. The annual convention provides the major common forum where we gather to share our knowledge and experiences. At the same time, however, that we look inward and seek support from our colleagues from around the globe, we must also look outward by strengthening our ties with other organizations, with other advocacy groups, and most of all with those policy makers who largely determine our present and future. If elected, I will strive to strengthen these networks by working with all interested groups to plan and present a convention of which we can all be proud.



**Member-
at-Large
Slate**

Carol J. Kreidler

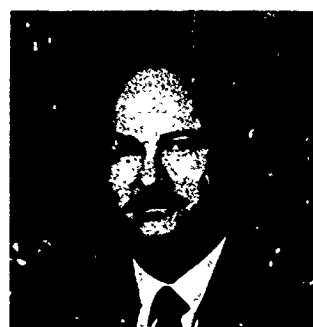
TESOL has matured, melding 11,000 individuals of many interests, teaching levels, and geographical areas all with a single goal: Teaching English to Speakers of Other Languages. We have now gained sufficient strength to have a significant impact on our profession and should represent it in both the educational and political arenas. Looking toward the next decade, I believe we must further international cooperation, promote recognition of the ESOL professional, and improve membership services by, for example, providing consultants to those programs undergoing self-improvement through self-study. We must not forget that our strength comes not only from our numbers but from our diversity. Through a sense of the past and with a vision of the future, I would aim for unity while protecting diversity.



**Member-
at-Large
Slate**

Dody Messerschmitt

For a person beginning to view the world as a community, genuine communication with understanding among individuals is crucial. The importance of language, as a distinctly human phenomenon, is often neglected as international dialogue on the topics of world economy and peace is attempted. One of the major responsibilities of TESOL is to draw attention to the importance of language in all areas of human endeavor. Language and its study must be promoted at all educational levels both here and abroad. Members of the organization must champion its study, not out of self-interest, but out of the realization that only through language can we ultimately begin to understand one another. Therefore, as a member of the TESOL Executive Board, I will speak out at every opportunity on the urgent need for serious language study on the national as well as international scene.



Howard Morarie

TESOL has united teacher and researcher in forging our English language profession. TESOL must continue to provide the forum for communication and affiliation that has served us so well to date. The challenges facing our profession are many: serving the linguistic and cultural needs of our immigrant/refugee non-English language students, internationalizing our view, promoting language research, and addressing sociopolitical concerns and professional conditions for classroom teachers. I see the role of the Executive Board as uniting the resources of TESOL professionals and Central Office Staff in addressing these challenges. Furthermore, the Executive Board must balance all concerns for the betterment of English teaching as a profession.



**Interest
Section
Slate**

Fred Genesee

To its members TESOL is the hub in a complex communications network that provides hook-ups to other professionals in the field. *The Newsletter*, the Annual Conference, the Summer Institute, regional meetings, and individual contacts make up this network. The TESOL network has undergone remarkable expansion in the recent past so that it presently incorporates educational professionals and researchers from around the world with diverse interests in English as a foreign language, a second language or a second dialect in bilingual education, migrant education, adult education, deaf education as well as mainstream education. Consolidation is important at this point in the development of TESOL so that the specialized interests and needs of its diverse constituents are satisfied in the context of this growing diversification. It is important that depth and quality as well as breadth be fostered in TESOL.



**Interest
Section
Slate**

Joyce Winchel Namde

TESOL is an incredibly diverse, ever-changing organization. As we in the ESOL field face new questions about the role of English in society, TESOL must continue to act as a forum not only for educators but for policymakers and the public as well. We, as members of TESOL, create its diversity. Few of us do only one job; we are simultaneously teachers of various age groups, administrators, curriculum/materials developers, teacher trainers, etc. The Interest Sections reflect this diversity. Closer cooperation among the Interest Sections will better serve us all through a greater sharing of ideas and information. I would bring a broad background in ESOL, enthusiasm and dedication to the Executive Board. I feel the Board's primary goal should be to ensure that TESOL is relevant, accessible and affordable to ESOL professionals throughout the world.

No photo
available

Cao Anh Quan

As a first generation ESOL student and teacher, I have been part of the growth of our organization. I have seen the implementation of diverse language policies, the shift of complementary and conflicting language methodologies, and the contributions of many in the field. The far reaching effects of an organization like ours have been felt, are felt, and will continue to be felt all over the world, in all aspects of the educational process as well as other human endeavors and efforts to better oneself. Talking to a farmer in the Philippines, a businessman in Canada, a sharecropper in Afghanistan, or a shrimp in Alabama, confirms for me that we live in a truly interdependent world. So that I can serve our organization being continuously responsive to the needs of a changing world, I welcome your support and look forward to continuing to be part of the TESOL service record.



**Affiliate
Council
Slate**

Ernest Hall

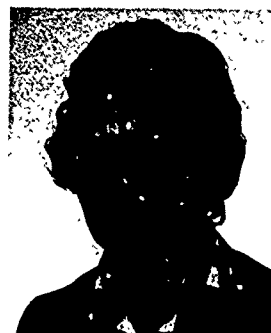
As a member of both TESOL and TESL Canada, I am, like many TESOL members, concerned about the great challenge of internationalism. If, as some have claimed, soon we will have to decide how "international" we want TESOL to be, now is the time to address the issue. As a member of the Executive Board, I would work toward rationalizing TESOL as both an international body and a US national organization. This task may involve examining ways in which national organizations could work together more directly in an international organization with an international perspective; it may also involve recognizing the distinct nature of TESOL's many "national" affiliates. Whatever my role may be, I will continue to work toward promoting the internationalism of TESOL in our exciting, ever changing, international profession.



**Affiliate
Council
Slate**

Donald R. H. Byrd

In the almost 20 years of my TESOL membership, I have seen an amazing increase in membership, but, more importantly, there has been a healthy growth in professionalism and pride in the field. Currently, the theory, research, and practice of TESOL illuminate areas of modern language pedagogy and applied linguistics. Also, TESOL, now truly international, has developed effective networks that represent the diverse interests and locations of its members. If elected to the Board, I would dedicate myself, in the spirit of obligation to a benefactor, to the continued qualitative growth of TESOL, particularly in those areas of the world where TESOL professionalism is needed, but, for various reasons, is not yet present.



Tippy Schwabe

TESOL is us: teachers, teacher-trainees, teacher trainers, testers, administrators, a diverse group all working to help learners use English most effectively. Learning how language is acquired and how to help learners become communicatively interactive in English is a major goal of TESOL members. But we also look for professional guidance in training and certifying teachers and presenting high-quality instructional programs; for articulation of professional responses to evolving political ESL/bilingual issues; for definition and implementation of appropriate professional employment conditions. I would welcome the opportunity to work on these tasks for all TESOL affiliates.

Call for Resolutions

In accordance with TESOL's "Standing Rule on Resolutions," Wes Eby, Chair of Rules and Resolutions Committee, has issued a call for resolutions. Members desiring to submit content or action resolutions for consideration by the general members for consideration by the Legislative Assembly at the Annual Convention in Chicago, March 8-12, 1988, should send them to Wes Eby, Publications International, 6401 The Paseo, Kansas City, MO 64131. Deadline: Feb. 10, 1988, for receipt (not postmark) of all resolutions.

In passing resolutions at TESOL's Annual Meeting, members of the organization have the opportunity to make their voices heard on issues that affect the profession. For example, in 1987 TESOL took a stand on language rights and the granting of credit for ESL courses in higher education (see the article on page 11). Resolutions approved by the Legislative Assembly state TESOL's position and philosophy on concerns related to the teaching of English to speakers of other languages. Then, appropriate action is taken by the Executive Board, such as having resolutions publicized to the news media, legislators, school officials, and/or the voting public.

To present a resolution, follow these steps:

1. Draft a resolution, stating the issue and providing both necessary background information and the position you recommend

TESOL should take.

2. Obtain the signatures of at least five TESOL members who endorse your position.

3. Send the signed text to the Chair of the Rules and Resolutions Committee for receipt before or by the deadline.

The Rules and Resolutions Committee will review the proposed resolution and make a preliminary ruling as to whether it is germane to the purposes of TESOL. All resolutions will then be presented and discussed in an Open Meeting on March 10, 1988, at the TESOL Convention in Chicago. Final discussion and voting take place at the Legislative Assembly at 5 p.m., Friday, March 11. Please note these procedures do not allow for developing resolutions during the Convention/Meeting.

This process is intended only to ensure that matters come before the annual business meeting in an orderly manner. The Rules and Resolutions Committee has no authority to modify the substance or intent of any resolution. Rather, the Committee can advise the originators as to the germaneness of the resolutions and suggest ways to make a given resolution clearer in language and in the action requested.

Anyone wanting additional information may call Eby at 816 333-7000 ext. 533 (office) or 913 381-7955 (home).

MARCH Continued from page 3

food and otherwise restaurants within a minute of the hotel and most of them accessible via underground temperature-controlled access tunnels. The hotel is situated in the heart of a large business area and so luncheon places are many and varied and most are inexpensive (even the Hyatt has reasonable restaurants). For nighttime eating there is anything you can imagine, most of it a short walk or taxi ride away. There will be planned dinners out at a variety of ethnic restaurants and you will also get a guide to eating (and playing) in Chicago with both quick-and-easy and a-night-on-the-town places in mind.

So come to Chicago for TESOL '88. It's sure to be a great professional experience (TESOL Conventions are that way), and we will try to help make it a good visit to our town as well.

The TESOL Executive Board is inviting institutions to submit proposals to conduct Summer Institutes on their campuses. Applications should be submitted 2-2 1/2 years in advance. For information and guidelines for Summer Institute proposals, write to Richard L. Calkins, TESOL Executive Director, TESOL Central Office, 1118 22nd Street, NW, Washington, DC 20037 USA

Miniscules

edited by Howard Sage

Modern Poetry of the Arab World edited by Abdullah al-Udhari. Penguin Books, Bath Road, Harmondsworth, West Drayton, Middlesex UB7 0DA. 1986 154 pp., no price available.

In 1984 Abdullah al-Udhari edited a collection of the work of Samih al Qasim and Adonis and Mahmoud Darwish, entitled *Victims of a Map*. This new collection extends the work done at that time and offers an excellent introduction to the writing of 24 modern Arab poets from Iran, Syria, Lebanon, Jordan, and Palestine. One hundred and one poems are translated, but the introduction assigns them to the four major schools of Arabic poetry, and explains how these schools have influenced each other and how they have grown from earlier poetic traditions. For the western reader the most accessible of this verse is that of *The Beirut Experience*, where the tragedy is so immediate that the work is stripped to its essentials, but by reading the other poetry in this anthology, it is possible to see that this starkness is only possible because of the pioneering work of earlier writers.

N.C. McBeth
Sultanate of Oman's Air Force

Longman Dictionary of Applied Linguistics by Jack Richards, John Platt, Heidi Weber, 1985. Longman. 95 Church Street, White Plains, New York 10621. 324 pp., \$9.95 paperback

"OH HOW BORING! NOT A DICTIONARY REVIEW!" That's what I always thought of dictionary reviews, and in my best Charles Dickens imagination I would conjure up an ogreish old school master lamenting (happily) a misspelling (not misprint) on page 893, the basis for his review. Sorry if I disappoint you. I haven't read every word in the LDAL (pronounced by users as the "L-dal").

It's been on my desk top for a little over a year now and is dog-eared (basset hounded?), broken backed, coffee stained, and like a bird who's gone through a hurricane the pages will never again fit tightly together as when first-hatched from the press. I left it a while in its youth in the WC (my family's "new acquisitions" section) and discovered that language teachers who visited spent an average of 3 more minutes in the loo. (The student learns when ready, irrespective of place and time.) The copy at the University of Neuchatel Library isn't there. Never was. It travels from one assistant's desk to another's. It's not just useful; it's used.

The back cover states: "It includes the most important terms used in language teaching, linguistics, grammar, phonetics and phonology, semantics, sociolinguistics, psycholinguistics, and language testing." It would be quite impossible for a reviewer to be well enough versed in all these domains to contest this statement. But I can attest to being a struggling teacher, researcher, and student who values the LDAL greatly as a resource tool. Best of all, it's been compiled specially for those who have little or no previous knowledge of these subjects."

Each entry contains the pronunciation (British and American) and "technically accurate yet easy to understand" definitions. The LDAL's great readability however stems from its further explanations, many

examples, "see also" listing of related terms, and "further reading" for the more inclined, all listed with nearly every term. In this respect, it is closer to being a small applied linguistic encyclopedia than a dictionary, and definitely valuable to students of linguistics, teachers in training (continually, hopefully) and researchers. In its own sort of communicative approach, it definitely gives one more than just an abstract definition to process.

The L-Dal is timely but in all humility the authors invite users and readers to write to them to suggest additions and improvements. With the field growing as it is, such a dynamically adjusting tool will continue to be a great resource for all. I highly recommend it to anyone in the field. (And I hope they all get one soon so they'll stop borrowing mine.)

Tim Murphy, University of Neuchatel

This review is reprinted by permission of the English Teacher's Association Newsletter, Vol. 4, Number 3. (1987).

In the Shadow of the Mountains by Brother Michael J. Daniels. Society of Jesus, 1978, Royal Asiatic Society, P.O. Box 255, Seoul, Korea. 104 pp. \$2.50

In *In the Shadow of the Mountains*, Brother Michael J. Daniels demonstrates that it is true that most Koreans experience their lives in the shadow of a familiar mountain, just as their ancestors have experienced them for numerous centuries.

We discover that although Korea is very modern in certain respects, in other respects it is unchanging and unchanged. Numerous customs, values, attitudes, and patterns of behavior have remained the same from time immemorial. For instance, Brother Michael Daniels fascinates his readers by describing the impact of the spirit world upon the daily life of the Korean people such as the changsung, the protecting spirits, that every Korean village has. In this extraordinary book, we also learn about the tremendous importance of traditional Korean dress and the traditional arts such as fans, music, calligraphy, seals, and printing which have hardly changed through the centuries. This exceptional book emphasizes the enormous importance of ancient legends and modern attitudes in Korean society toward law, responsibility, truth, and cleanliness which have changed either very little or not at all over the centuries. Lastly, this unique and profoundly insightful book enlightens us further about the unusual importance of Korean family names of individuals, Korean proverbs, and the Chinese characters in the Korean language.

This book is definitely excellent for those who wish to teach English in Korea because it enables them to have a broad initial understanding of the various aspects of Korean culture.

George B. Patterson
Pagoda Language Institute
Seoul, Korea

Miniscules

We invite you to send your miniscules (mini-reviews) of 150 words or fewer to Howard Sage, Editor, Miniscules, 720 Greenwich Street, Apt. 4-H, New York, New York 10014 USA. Please include all bibliographical and price information.

ON LINE

edited by Richard Schreck,
University of Maryland

EUREKA, The Proper Interjection for Education

by: Li Min Hua

Editor's notes: Li Min Hua based this article on her experience as a teacher at the Chinese University in Hong Kong. In this article, Li Min Hua discusses her experience with using computers to teach English. As computer: become more commonplace, we sometimes begin to take them for granted. However, as this article demonstrates, we neglect teaching about computers at our (and our students') peril.

When Archimedes resolved the mysteries of flotation, he shouted "Eureka!"...or so my elementary school teacher told our class.

"That's what scholars say when they get excited. Not gosh, golly, or gee whiz, but a hunky-dorey word, eureka!" I seem to remember her saying.

She certainly did not prepare me for the interjections I've worked in for the past thirty years; and I've never heard anyone shout for joy in a library.

Instead, most students seem to treat scholarship as drudgery, and if they don't, we teachers quickly initiate them into dullness.

Consider my own most recent malpractice: this year I introduced students in my tutorials to computers. After all, computers herald the new age, right? Most pundits prophesy a terminal at every desk in every hostel within the next two decades. According to *Byte Magazine* in February 1987, over thirty US universities already require all students to have a computer.

On the first day I said that I expected all "papers" to arrive on floppy disks. As I looked over my half-rims, I added: "Note well: I'm not requiring you to learn to use a computer any more than I require you to learn to type when I tell you to submit all papers typewritten."

They smiled.

Since I gave the students no choice, I fully expected them to complain, if not to my face, at least with an anonymous note after they left. I had decided that if any person did complain, I would make the computer experience optional.

No one complained. In the privacy of my shower, I shouted, "Great!"; but did not risk eureka, lest my neighbors think I was drowning.

I did not have to teach the students one thing about the computer. They checked out the program and, with the help from friends, taught themselves. For an entire semester everyone turned in every assignment on disks, apparently with pride.

Then the truth: In the second semester I met with students in small tutorials, two at a time, in the Department's computer room. I asked them to turn on the computer and bring their new work to the screen. Some took three minutes just to switch on the machines. Over half of the students required at least ten minutes to move a block of text. Obviously they did not often move blocks of text...

Instead of using the computer's immense power

EUREKA Continued on page 23

A Letter to the Editor of the International Exchange Column

Dear Editor,

Greetings from Nishinomiya, Japan, from the Far East! I am writing to the International Exchange column in the hopes that it might be an appropriate forum to draw TESOL's attention to a little discussed problem in academic translation and exchange. I am referring to the direct translation of academic titles from one language to another, specifically to English. A "lecturer" in one culture might be a "professor" in another, a "university" might be an "institute," and so on. Perhaps several examples from my own career in overseas TESL might help bring the problem into focus.

When I first started college teaching, in Iran, I was called an "instructor" (in English, I can no longer remember the Farsi or Azari titles) and my main duty was to teach ESP in the University Language Center, performing much the same functions as an ESL instructor would at a university based language institute in the US. When I went to Ecuador I did the same thing, but was called "catedratico," which can only be translated as "professor" in English. In formal address I was known in both English and Spanish as "professor" or "doctor," since in select Andean countries (Colombia being another) the holding of certain academic degrees, including the MA, entitle one to the latter title. I did not have a PhD, nor did I give seminars, teach graduate students, direct theses, make admissions judgments, advise on hiring and promotion, serve on committees, attend full faculty meetings, or perform any of the many other academic duties reserved for tenured faculty in America. In Ecuador

anyone giving college classes is called "catedratico," which is fine within that culture. A direct translation into English however, is most misleading.

Almost a decade later I find myself in the opposite position. In Japan my title is "kohshi." The equivalent in American English would be "assistant professor," since "kohshi," like all other university faculty (with the notable exception of many foreigners) are tenured and are expected to do research, serve on committees, advise students, etc., in addition to teaching. However, the normal translation adopted here is "instructor" or "lecturer." In America there are basically four academic titles, "instructor," "assistant professor," "associate professor," and "professor," while in Japan there are only three, "associate professor" being the only usually omitted. Again this works perfectly well in the Japanese context but translates inaccurately into English.

I am sure that other cultures have similar problems in translating their academic titles into American English as well (the British system is not the same as American either). My point here is that when looking at academic personnel from differing systems (at their titles, that is, not at their scholarly work) mistakes in over- and undervaluation can easily be made. This can lead to unnecessary problems in academic exchange, to name just one. For example, a young Fulbright exchange scholar from Latin America, with very limited experience, might be called upon to teach a graduate seminar at an American college, based solely on his academic title, "professor." Or a 40-year-old Japanese "instructor" might be assigned a lower level language class instead of a literature course because of the mistranslation of his title.

Another area that can lead to confusion is that of institutional names. In Spanish "colegio" normally

refers to what Americans call high schools, and not to colleges. The German "Hochschule" is not a high school, it is a university. These two examples are fairly well known. But what about the Japanese "tanqui daigaku?" The latter (usually known as "tan dai") is in the vast majority of cases a private, two year, women's college, often of high academic standards and of an elite nature. It is usually translated as "junior college," although the only thing it has in common with the American junior college is its length. When tan dai students apply to study abroad they are often confused with American junior college students, much to their initial detriment. The same holds true with tan dai faculty when proposing to read academic papers overseas.

The point of all this is to make people aware that different academic systems employ different terminology when describing themselves, terminology that can lead to serious misunderstandings when translated directly into English. Perhaps the Teaching English Internationally Interest Section of TESOL could look into this on a country basis and make their findings available to the general membership.

Michael "Rube" Redfield,
TEI International Representative-Japan
Nanzan Women's College

International Exchange

The International Exchange column is now edited by Carol Houser Pineiro, Boston University, Center for English Language and Orientation Programs, 730 Commonwealth Avenue, Boston, MA 02215, USA. All submissions should be sent to her:

The person to whom this letter was sent was Liz Hamp-Lyons, who was former editor of this column.

Cambridge American English

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EUREKA Continued from page 21

to help them compose and revise, most used the computer merely as a fancy typewriter.

Some of my students thought that I had initiated them into the electronic age. No. You cannot join the automotive age if you use your new Rolls only for its ash trays and sofas, not for travel.

When early computers required punch cards, corporations recruited many poor people to "the cutting edge of high tech" by training them to slave at punching the cards. Now those people key data to disks, but still participate minimally in the programming and the profits.

I bragged to myself that I had not had to teach my students to swim, that I had simply thrown them into the water, and they had learned on their own. They had indeed learned, to dog-paddle—a style very difficult to break.

I need to reform my teaching, and my students need to reform their responses. Before I use computers with students again, I will offer an elective session on computer literacy. Then I will admit to the computer section only those who at an audition can demonstrate the basic computer skills that they will need to compose at the machine...

Then perhaps we can really shout Eureka!

CLASS-ICS Continued from page 11

help students become communicatively competent. We also do this to lessen our students' culture shock in the USA. We incorporate culture themes in orientation classes and in listening/speaking, reading and writing classes. For years some of us used the Meridian House International's very fine production, *AMERICAN SOCIAL BEHAVIOR: SOURCES OF CROSS-CULTURAL MISUNDERSTANDING*, but the scenes in this videotape are now dated. Recently two videotapes of high quality have emerged: *LIVING IN THE USA* and *AMERICAN CULTURE IN MODERN CONTEXTS: VIDEO BOOK III*.

LIVING IN THE USA, a 30-minute video tape, introduces American culture to newly arrived international visitors. Although the accompanying manual suggests that the tape is for students as well as businessmen, it seems intended for international professionals. The User's Guide describes fifteen major points, but three parts stand out: interaction at an American social gathering, the vastness of the US, and ways to adapt to American life. Of these parts, I preferred the first because it included a party setting where the narrator gave suggestions on interaction

strategies and the close-up party scenes provided examples. The other sections of the video consisted primarily of observations about adjusting to the US.

AMERICAN CULTURE...III has six segments each of which can be purchased separately. These segments on cultural competence, orientation to time, orientation to activity, making friends, use of body language and use of personal space range from six to thirteen minutes in length. The segments are very suitable for ESL students because the scenes are similar to the settings that our students are in. These scenes include going to an office for an appointment and trying to make friends with young people in the neighborhood.

Of the videotapes, *LIVING IN THE USA* is suitable for use in orientation courses for international scholars and their families who have very good listening comprehension skills. However, *AMERICAN CULTURE...III* is much more suitable for use with ESL students for several reasons. First, the organization in *LIVING IN THE USA* is hard to follow because the tape isn't divided into clear parts, it includes too much information at once, and it doesn't review the key points to help listeners remember them. In contrast, *AMERICAN CULTURE...III* has segments each of which make about three key points which are reviewed at the end. Second, the language used in *AMERICAN CULTURE...III* is easier for ESL students to follow because it primarily includes American English accents. However, in *LIVING IN THE USA*, many of the people who describe their experiences have very noticeable foreign accents which confuse our students. Third, all topics covered in *AMERICAN CULTURE...III* are relevant to our ESL students while some of the topics in *LIVING IN THE USA* are not. For example, in *LIVING IN THE USA* listeners are advised to go to the personnel department if they have questions; they are also advised on picking a house, not a dormitory room or an apartment. Fourth, in segments of *AMERICAN CULTURE...III*, a variety of techniques are used to illustrate points. Dramatizations of conversations appear in all segments. The other videotape includes less variety. Finally, while both videotapes have accompanying manuals with transcripts, only the *AMERICAN CULTURE...III* manual includes ESL instructional materials such as listening comprehension questions and role plays. Nevertheless, instructors may want to develop their own supplementary materials for use with different levels of students. It seems clear that *AMERICAN CULTURE...III* is a resource that will enhance ESL instruction.

* *American Social Behavior: Sources of Cross-Cultural Misunderstanding*. Washington, DC: Washington International Center, Meridian House International.

About the reviewer: Ellen Lipp teaches at California State University, Fresno, CA, USA.

On the Edge of an Era, a Conversation with Joan Morley

by Sally Mettler

F. H. LaGuardia Community College

How often can a new book be described as a semiotic event? Not every day, perhaps—but this time, yes. In bringing out *Current Perspectives on Pronunciation*, Joan Morley and TESOL have sent a signal to the profession: it is time to talk seriously about talking. It is time to tell professionals what they need to know, why they need to know it, and how they can help learners make use of that knowledge in order to communicate (really) competently. Because with all due respect to situation, participants, and cultural norms and expectations, communicative competence is inextricably linked to the production of comprehensible output.

ESL learners have long been sending the same signal to their teachers. A student of mine recently spoke for many when he said, "The best thing that can happen to me in English is for someone to understand me the first time!" But the profession has tended to respond indirectly, sometimes for historical reasons (an aversion to the old equation of teaching pronunciation with audio-lingual methodology), but more likely because of a dominant institutional concern with writing as the skill to be "featured" in teaching ESL. As language teachers, we are well aware of the interrelationship of skills, of the circular nature of reception and production, but in planning our curricula we are faced with undeniable constraints: there is a limited time in which to get results, the demands of institutions focus on the need of students to write acceptably, and the prevalent philosophical commitment of many in the field is to writing as the primary language learning strategy. The need for proficiency in oral communication is never denied overtly, but students' achievement of it is often left to chance.

There is another constraint, powerful but undiscussed: the delicate, ego-bound nature of speech itself. The connection between speech and speaker is a strong one: to the interlocutor, we are what we say, and in a demanding milieu, we are HOW we say it, and this connection of talk to persona may lead many of us to fear the confrontation that speech instruction implies. And if we take the risk of instruction, what then? Can we raise the learner's consciousness of the value of clear, fluent, attractive English? Can we help words, can we go beyond recognizing a problem to helping the learner to solve it?

A piece of writing is visible and tangible. We can look at it and touch it; we can cross out, white out, revise, rewrite, and send that same message forth again, rehabilitated through the joint efforts of writer (student) and editor (teacher). We can not capture talk and re-work it. It is ephemeral; it leaves its impression, but not its substance.

So, the task of the teacher of oral language is to help learners work inside the black box, to help them add the components of knowledge and skill that they need in order to encode and produce the stuff of competent interpersonal communication: intelligible, respectable speech. Helping teachers to help learners is what Joan Morley is famous for; she is a visionary, but a pragmatic one. We know that when Joan Morley identifies a need, she can ground it in reality, and then counsel us on how to meet it. That is what she has done with *Current Perspectives*.



Editorial Note: It appears that this issue, with so much information about the TESOL and the '88 Convention, will not have space for an editorial. Also lacking are the guidelines for sending in copy for the desktop publishing mode. In general, however, please send three copies of all articles, typed double-spaced. Whenever possible for a final version, include as well, an IBM-compatible AT diskette copy. As details get more organized here in Flagstaff, your submissions will be answered with a card of acknowledgement. Feature articles in the *TESOL Newsletter* are reviewed by two or three readers. (So the process takes time.) Thanks. Your editor.

Letter to the Editor

Dear Editor:

We are writing concerning a recent advertisement run in the *TESOL Newsletter* in August 1987. We feel quite strongly that the company, International Education Services (IES) is not a responsible employer. As former IES employees, we can assure you that while this company seems respectable on paper, it is not in reality. The list of abuses is quite long so only a few of the most blatant can be listed here. One example of the company's lack of scruples is obvious from its recruitment information. This literature promises professional training through work with qualified ESL personnel. In fact, there are few if any professionally qualified staff members and "teacher trainers" are usually unqualified staff members with as little as four months' teaching experience. Moreover, there is a total lack of professional ESL teaching materials, no staff meetings, and staff interaction of any kind is frowned upon (there is no staff room). An example of the company's abuse of work conditions is that while the company guarantees a minimum annual income, pay is not guaranteed monthly, but paid hourly. Thus, the actual monthly payment depends on hours worked in the previous month. Indeed, these hours fluctuate wildly, ranging from 16 to 200 hrs./month. In effect, the company has a powerful economic weapon which it uses to control its employees.

A fundamental abuse that further insults employees is the company's open policy of lying. IES routinely lies to its students and asks teachers to comply with this policy. Moreover, the company routinely lies to its teaching staff. The resulting lack of trust has led to an uncomfortable, disenchanted, disillusioned staff. The result of this situation is a total lack

of morale and professional standards. Therefore, we feel that the *TESOL Newsletter* should not accept advertisements from this source. The *TESOL Newsletter* is a respected international newsletter. Its acceptance of this advertisement lends an air of respectability to a deceitful organization, an organization that demeans the teaching profession in Japan.

Sincerely, Robert Burgess, Christine Smith, Richard Gubbin, Lucy Gubbin

Editor's note: Every Job Openings announcement in the TN comes with the disclaimer that the TESOL organization publishes job opening announcements in good faith, and that it is not possible to make any assurances about the positions.

Editorial Comment: After receiving this letter, I spoke to a former student who had just returned from two years of teaching in Japan. This teacher said that many schools operated this way. There are also, she

added, some teachers who like the flexibility of the schedules that such language school offer. Furthermore, it seems to me that there are some important lessons here. One is the importance of knowing what it is like to live in another culture with another value system. For example, a person, outside his/her own culture might not realize that the school itself might be quite legitimate in that culture, but seem otherwise in mainstream culture at home. Another lesson is that "one person's fish is another person's poison." What one person calls something might not seem quite so good to another. Yet another lesson is that things are much the same anywhere in the world. Let us remember, however, that we are fortunate to have the right to express our opinions and the responsibility to inquire about job conditions.

The TESOL Newsletter invites a reply by the International Education Services.

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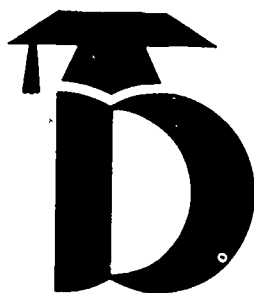
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TEACHER TRAINING VIDEOTAPE FOR INTERNATIONAL TEACHING ASSISTANTS AVAILABLE

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T E S O L ' S Arizona Summer

Summer Session I:

June 13 - July 11

Summer Session II:

July 9 - August 8

The 1988 TESOL Summer Institute (TSI) has been planned especially for graduate students, for teachers seeking TESL/BE certification, for program administrators, and for researchers.

There will be two four-week sessions (SS I and SS II), with the possibility of earning 3 to 12 semester units of credit in regular courses; there will also be workshops, lectures, and special events--and all in the beautiful cool sunshine of Arizona's mountains. Watch the February TESOL Newsletter for more information, or write to TSI '88 Co-Director, Joan Jamieson at Box 6032, Northern Arizona University, Flagstaff, AZ 86011 USA.

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Important Dates to Remember

April 15	Deadline for pre-registration.
June 13	Check-in for housing on campus
June 13	Registration for SS I classes
June 10	First day of SS I classes
July 9	Check-in for SS II housing
	Beginning of SS II
July 9-11	TESOL Summer Meeting
July 11	End of SS I
	Registration for SS II classes
July 12	First day of SS II classes
August 8	End of SS II

The TESOL Summer Institute includes courses especially for graduates and undergraduates, taught by distinguished faculty from around the world. Courses will present both theoretical and applied perspectives on second language learning and teaching. Two classes (6 credits) per session is the maximum credit earning course load.



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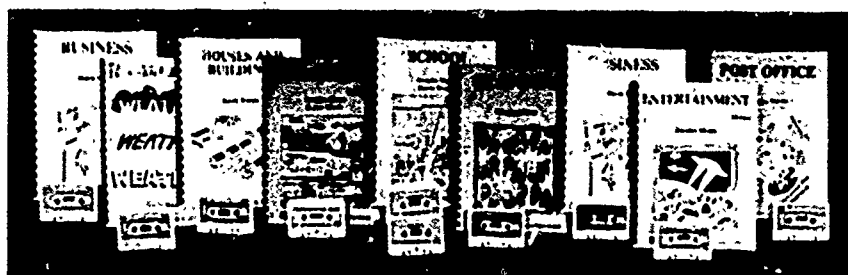
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SEE OUR BOOTH AT TESOL—CHICAGO, 1988

ENGLISH PROFICIENCY ACT NEEDS YOUR SUPPORT

In the last Congress, two bills were introduced (H.R. 579 and S.629) to establish English literacy programs for LEP adults. In the current Congress (the 100th), the bills have been reintroduced and have followed different paths in the House and in the Senate. Provisions of the separate English Proficiency Act in the House, including authorization of a national clearinghouse on adult ESL, were put into the House Omnibus Trade Bill (H.R. 3), which was passed in April 1987. The House Trade Bill authorizes \$50 million for English literacy for LEP adults for its first year and "funds as necessary" for an additional two years.

There are also provisions in H.R. 3 for "workplace literacy partnership grants." This part of the House Trade Bill authorizes \$50 million in grants to states for partnerships between business or industries and educational institutions to meet literacy needs of employees, including those of limited English proficiency.

In the Senate, the English Proficiency Act, S. 629, currently exists as an independent piece of legislation. However, there are the opinions that it could be included in the Senate Trade Bill or in the adult education provisions of the Senate Omnibus Education Act. At this writing, no final decision has been made as to where the English Proficiency Act will end up.

ACTION URGENTLY REQUESTED Your letters and phone calls are needed to support the passage of the English Proficiency Act in both the House and the Senate through whatever legislative vehicle appropriate. Below are two sample letters to your Congressional representatives, one for the House and one for the Senate. Please send letters to your representatives immediately. Congress will start working on these bills during September.

If you prefer, you may call in your support, either to your representatives' offices in Washington or in your state. The general phone number in Washington for Congress (both House and Senate) is 202-224-3121. You can use the sample letters as "scripts." The main players in this action are Augustus Hawkins (D-CA), James Jeffords (D-VT), William Ford (D-MA)—all members of the House; and Senators Edward Kennedy (D-MA), Orrin Hatch (R-UT), Claiborne Pell (D-RI), Howard Metzenbaum (D-OH) and Robert Stafford (R-VT).

Please forward a copy of every letter you send to Pat Byrd, TESOL/CSPC, 1118 22nd Street, NW, Washington, DC 20037 USA. Please send us a tally of your phone calls, too.

SAMPLE LETTER TO THE HOUSE or SENATE

The Honorable _____
U.S. House of Representatives
Washington, DC 20515

or

The Honorable _____
U.S. Senate
Washington, DC 20510

Dear Representative _____:

Dear Senator _____:

I would like to bring to your attention the English Proficiency Act, H.R. 579, a very important piece of legislation that requires your support. There is a tremendous need for appropriate literacy services for adults and out-of-school youth who are not native English speakers; this legislation would help meet that need. There are many critical provisions in this bill, among them funds for programs at community-based organizations and a clearinghouse for information on programs for limited English Speaking adults.

(Include here data or an anecdote which can help document the need for adult ESL services in your community. For example, are there waiting lists for adult ESL classes? Have there been any media accounts about the need/waiting lists? Are there any language services in your community for this population?)

For Representatives USE this paragraph: I urge you to support this legislation and to work to secure its enactment. As you may know, the English Proficiency Act is also included in H.R. 3 in the Trade Bill, which is going to conference. I request your help in convincing conferees to maintain the English Proficiency Act in the Trade Bill.

For Senators USE this Paragraph: I urge you to support legislation which includes the provisions of the English Proficiency Act. I know this bill has also been discussed as part of the Adult Education Act (in the Senate Omnibus Education Bill) and as part of the Senate's Trade Bill. I ask your help in passing this bill through whatever legislative vehicle the Senate deems most appropriate.

Also, I urge you to tell your Senate colleagues of your support for the English Proficiency Act, especially those Senators on the Subcommittee on Education, the Arts and Humanities and the conference committee for the Trade Bills.

If I can provide you with further information, please contact me at _____. Please keep me informed on the progress of this legislation. Thank you for your attention.

Sincerely,

To Keep You Informed

Editor's Note: Being a member of TESOL means being concerned about the rights of those whose language limitations may restrict their human rights. The TN welcomes all news that will keep TESOL members informed from the international arena as well as in the United States. Patricia Byrd, whose address is in the column on the English Proficiency Act, also on this page, chairs the Standing Committee on Sociopolitical Concerns.

Workplace Literacy, Drop-out Prevention, and Model Foreign Language Programs

On October 14, 1987, the Senate Labor and Human Resources Committee accepted proposals on workplace literacy, dropout prevention and model foreign language programs.

Drafted by Senator Christopher J. Dodd, D-Connecticut, these proposals, which were included in the reauthorized Elementary and Secondary Education Act (ESEA), would "address changing demographic trends that currently threaten the future productivity and stability of this country."

"Thanks in part to federal programs like ESEA's Chapter I and the College Pell Grant Program, America today is much less polarized and more equitable than it was two decades ago," said Dodd in support of the reauthorization of the ESEA. "But in many ways we still confront a frustrating national paradox: signs of broad prosperity and growth alongside the neglect of vital investments in our human resources which are absolutely essential if we are to meet the new challenges of the information age."

"If America is to succeed in the global marketplace, we can't afford to lose even one human mind to ignorance, poverty, or neglect," he added.

The workplace literacy amendment would establish partnerships between businesses, labor organizations, local governments, and schools to tailor literacy programs to meet the demands for new skills in the American workforce.

The dropout-prevention proposal would be based on a system of mutual pledges and incentives. Employers would agree to guarantee participating students full-time jobs or other employment opportunities and services, including apprenticeships, work study, summer employment, skills counseling and job placement if the students agree to remain in school, maintain certain average grades, pass a state basic skills test, learn to prepare a resume—and earn a high school diploma.

The model foreign language program part of the proposal would establish the first federal grants for foreign language teaching in elementary and secondary schools. Thirty-five million dollars would be allocated to the states each year for five years, based on school-age population with a fifty percent state/local matching funds requirement.

A final provision would provide for Presidential Awards for Teaching Excellence in Foreign Languages—\$1 million in fiscal 1988 (and "such sums" as needed in future years) to fund two awards to teachers in every state, the District of Columbia and Puerto Rico, in all 104 each year.

Conferences and Calls for Papers

Southern Conference on Language Teaching (SCOLT)

Joint meeting with ACTFL, October 1988 - Charleston, SC October 1989 - Little Rock, AR. For more information contact: Dr. L. J. Walker, TIC International Language Center, 909 S. Boston, Tulsa, OK 74119; Telephone: (918) 587-6561, Ext 261.

CALL FOR PAPERS: COMPUTATIONAL LINGUISTICS

The 12th International Conference on Computational Linguistics will be held August 22-23, 1988, in Budapest, Hungary. Papers are invited on substantial, original, and unpublished research in all aspects of CL. Abstracts must be received not later than December 10, 1987. For full information on paper submissions, write to Dr. Eva Hajicova, Chair, CL Program Committee, Charles University, Faculty of Mathematics/Linguistics, Malostranske n. 25; 11800 Praha 1, Czechoslovakia.

SLRF (Second Language Research Forum) meets at the University of Hawaii at Manoa, March 3-8, 1988. Call for papers information available. Contact Graham Crookes, Program Chair SLRF '88, Dept. of ESL, 570 Moore Hall, University of Hawaii at Manoa, Honolulu, Hawaii 6822 USA.

1988 IATEFL-TESOL Scotland CONFERENCE

The 22nd annual conference of IATEFL (International Association of Teachers of English as a Foreign Language) will be held jointly with TESOL Scotland from April 11 to 14, 1988 in Edinburgh, Scotland. To receive registration or membership information, write to the IATEFL Office; 3 Kingsdown Chambers; Kingsdown Park; Tankerton, Whitstable, Kent; England CT5 2DJ.

The 14th Annual Alaska Bilingual/Multicultural Education Conference

The 14th annual Alaska Bilingual/Multicultural Education Conference "Distant Voices, Shared Dreams," is the theme of the conference to be held in Anchorage, Alaska, at the Sheraton Anchorage Hotel, February 3-5, 1988. This conference, designed to assist school districts in training school personnel, parents, elders, and students, in improving bilingual education programs in 38 of Alaska's 55 school districts, will focus on reading, writing, literature and the oral tradition in bilingual/multicultural education. Topics to be covered in conference workshops include using the written and spoken word; teaching literacy, ESL, and comparative literature; developing bilingual/multicultural curricula, and materials; and involving parents in reading and writing.

A STUDENT strand for high school students and multi-ethnic cultural presentations will be additional highlights of the conference. For further information, and registration, contact Conferences and Continuing Education, University of Alaska Fairbanks, 117 Eielson Building, Fairbanks, AK 99775-0540; Telephone 907 474-7800.

THE FOURTH ANNUAL CONFERENCE ON BILINGUAL SPECIAL EDUCATION

Beyond Assessment: Appropriate Instruction for the Limited English Proficient Handicapped Student is the title of the conference to be held in Rochester, New York on March 1 and 2, 1988. The conference is co-sponsored by the New York State Education Department, Bureau of Bilingual Education, The Office for Education of Children with Handicapping Conditions and the Monroe #2-Orleans Counties Board of Cooperative Educational Services (BOCES), Bilingual/ESL Technical Assistance Center. Plenary and concurrent sessions will focus on theoretical and practical considerations for programs in English as a second language, native language content areas and mainstream content areas in which handicapped limited English proficient (LEP) students are taught. Sessions will include effective teaching techniques for this population in a variety of classroom settings. The

conference will also offer a working session for officials from institutes of higher education to develop a document and a panel presentation on recommendations for training bilingual special education school personnel. The conference is open to any educational personnel who work with LEP students who may have a handicapping condition. For registration information, you may contact the BOCES Bilingual/ESL Technical Assistance Center at 716 352-2406.

FIRST CALL FOR PAPERS for the SEVENTH BIENNIAL CONFERENCE OF THE SOCIETY FOR CARIBBEAN LINGUISTICS

Wednesday August 24th to Saturday August 27th, 1988 at the COLLEGE OF THE BAHAMAS, NASSAU, BAHAMAS. Conference Theme: Caribbean Language Studies and the Reformulation of Linguistic Methodology and Theory. We invite papers which attempt to explore the adequacy and relevance of current linguistic models for the description of Caribbean Languages. Papers with a cross-linguistic emphasis which explore the common problems posed by different Caribbean situations for linguistic theory/methodology will be particularly welcome. SUBMISSION OF ABSTRACTS: Abstracts should be submitted to the secretary/treasurer, Donald Winford (address below). The deadline for receipt of abstracts is December 31, 1987. Notice of acceptance of abstracts will be given by the end of February 1988. SUBMISSION OF PAPERS: Completed papers will be required by the end of May 1988. ALL papers must be submitted to the secretary/treasurer, Donald Winford, CONFERENCE SECRETARY: Dr. Donald Winford; Department of Language & Linguistics; UWI at St. Augustine Campus; Republic of Trinidad and Tobago; West Indies.

THE SECOND ANNUAL CONFERENCE ON PRAGMATICS AND LANGUAGE LEARNING

April 8-9, 1988 Organized by THE DIVISION OF ENGLISH AS AN INTERNATIONAL LANGUAGE AND THE INTENSIVE ENGLISH INSTITUTE of the University of Illinois at Urbana-Champaign. The focus of this conference will be on the interaction of pragmatics, discourse analysis, and conversation analysis with the learning of a second or foreign language in either formal or informal surroundings—especially with regard to the learning or teaching of English. Papers (maximum time 20 minutes) are invited on any of the following or related topics. 1. the place of pragmatic competence in the overall competence of a foreign language learner 2. research into specific facets of English discourse 3. contrastive pragmatics/discourse analysis 4. integrating pragmatics into the language program. Please submit three anonymous copies of a one-page abstract, together with a 3x5 card with the author's name, address, phone number, the title of the paper, and any particular equipment necessary for the presentation (e.g. overhead projector, tape player, etc). Conference Co-Chairs: Lawrence F. Bouton and Yamuna Kachru, Division of English as an International Language - University of Illinois, 3070 Foreign Languages Building, 707 S. Mathews Ave, Urbana, Illinois 61801 Phone 217 333-1506 or 333-1507 DEADLINE FOR RECEIPT OF ABSTRACTS: Friday, January 29, 1988.

Please send announcements of conferences and calls for papers to Susan Bayley, Field Services Coordinator, TESOL Central Office, 1118 22nd St. NW, Washington, DC 20037 USA. Please send your announcements three or more months before your conference or call for paper date.

Jobs

About Job Notices: The TN reprints in good faith, as a service, the position announcements received. It can make no representations or assurances regarding such positions.

The Technical Training Institute, Dhahran, Saudi Arabia, seeks ESL instructors for its civil aviation electronics training program. Duties include teaching and some program development. Qualifications: MA in TESOL or equivalent; substantial (2-3 years) overseas experience (preferably in Saudi Arabia); ESP for math and electronics highly desirable. Competitive salary and benefits. Two-year contract. Send resume to Mr. Peter W. Woolley, Senior English Instructor, Training Department Saudi Services and Operating Company, Ltd., PO Box 753, Dhahran Airport, Saudi Arabia 31932. Telephone: 966-3-879-2323. Telex: 801926 SSOC SJ.

University of Illinois at Urbana-Champaign, IL USA The Division of English as an International Language expects to have a tenure-track position as Assistant Professor. Duties include research and teaching. PhD in linguistics or related field with specialization in one or more of the following areas required: (a) English as an international language; (b) theoretical foundations of language curriculum research; (c) language learning in instructional setting; (d) ethnography of communication; or (e) cross-cultural communication with special reference to English. Desirable: teaching and research experience in EIL and/or applied linguistics; international publication record; competence in one or more second languages; international experience in teaching and/or research; and ability to utilize the excellent University of Illinois facilities for interdisciplinary research involving a wide variety of programs in language learning and teaching, computers and language-related research laboratories and the Intensive English Institute. Competitive salary. Starting date, August, 1988. Please forward application, representative publications and vitae, and have three or more letters of recommendation sent directly to Professor Yamuna Kachru, Chairperson, Search Committee, Division of English as an International Language, University of Illinois, 3070 Foreign Languages Building, 707 S. Mathews Avenue, Urbana, IL 61801 phone 217 333-1507. To ensure full consideration, application and other materials must be received on or before January 29, 1988. The University of Illinois is an Affirmative Action/Equal Opportunity Employer.

University of Colorado-Denver seeks an assistant professor for ESL/Bilingual Education. Contact Mark

Clarke at the School of Education, 110014th St., Denver, CO 80202 USA or call 303 556-2842. AA/EOE.

Western Illinois University in Macomb, Illinois invites applications for the position of Director, Foreign Student Affairs, beginning June 1, 1988. WIU is a multi-purpose residential public university enrolling 12,000 students, of whom 600 are international. Primary responsibilities are supervision of Foreign Student Affairs staff and administration of international student orientation, policies and programs. Position provides culture, social, and personal counseling for the international population, interprets immigration regulations, visa information, and processes INS documents for students. Qualifications are MA/MEd in College Student Personnel, International Education, or related area, and 3-5 years experience with international students or in the administration of international education. A knowledge of INS regulations and procedures is desirable. Please forward letter of application, vita, and three letters of recommendation by January 15, 1988 to Mary M. Daven, Search Chair, International Programs, 100 Memorial Hall, Western Illinois University, Macomb, Illinois 61455 USA. AA/EOE.

University of Southern California, Los Angeles. The Department of Linguistics announces an opening for a linguist with research and teaching interests in both applied and general linguistics. PhD required; position available at tenured or non-tenured rank. Priority will be given to early applications. Send letter describing current interest, curriculum vitae and representative work to: Elinor Ochs, Search Committee Chair, Department of Linguistics - GFS 301, University of Southern California, Los Angeles 90089-1693 USA.

Baruch College, City University of New York has an immediate opening for a tenure-track assistant professor to teach spoken English as a second language, administer a speech screening program, and develop software and curriculum for use in a "state of the art" speech communication laboratory already in place. Competitive salary and excellent benefits. PhD with training in TESOL and speech communication required; publications desirable. Send CV to Chair, Speech Department, Baruch College, CUNY, 17 Lexington Avenue, New York, New York 10010 USA. AA/EOE.

Teacher's Bookshelf

A Review Column of Books of Professional Interest

edited by David Eskey,
University of Southern California

On Being Foreign: Culture Shock In Short Fiction, by Tom J. Lewis and Robert E. Jungman (Eds.) Yarmouth, Maine: Intercultural Press, Inc., 1986, 293 pp.

This book is an international anthology of short stories illustrating the phases of the foreign experience which have been described by social scientists of the past quarter century. The stories were collected with three groups in mind: people who want to prepare themselves to cope with a cross-cultural experience; students of comparative literature; and persons interested in the underlying theme, whether as a result of

personal experience or appreciation of the writers' art. The perspectives provided by the selections, however, would be of interest to anyone involved with international education, business, or travel.

The book is divided into six parts which correspond to the phases of the intercultural experience: 1) Preliminary Phase; 2) Spectator Phase; 3) Increasing Participation Phase; 4) Shock Phase; 5) Adaptation Phase; and 6) Re-Entry Phase. At the end of each part, the editors have provided questions for discussion of the selections and a list of additional stories related to that phase. The twenty stories reprinted in the book include works by Camus, Hesse, Crane, Conrad, and Kipling, as well as by lesser-known authors from around the world. Some of the stories were written in English; others are translations. As a group, the stories provide a truly international collection of views on the phenomenon of being a stranger in a strange land. In this respect, the book is very different from others which look solely at the problems in adaptation and adjustment encountered by Americans who find themselves in a new and different culture.

This book fascinated me. In virtually every selection,

something stirred my memories of living and working abroad. Situations and conflicts depicted in the stories paralleled those in my own experience. I found myself nodding and saying, "Yesh, yeah!" under my breath as the foreign characters worked out (or succumbed to) their problems with the natives. These works of art do mirror experience, and for this reason, the book should be of interest to world travelers in all fields, as well as to those who choose to experience other cultures from the comfort of their armchairs.

On Being Foreign could be very effectively used as either the primary text or as a supplementary resource for courses in comparative literature or intercultural education. In addition, it should be made available to everyone interested in international or cross-cultural education or business. In classes, it could be effectively used as a basis for discussion of the foreign experience or of the genre. In departmental or office libraries, it could serve to refresh and reinforce the intercultural understanding of faculty and staff.

One example from "Yard Sale," by Paul Theroux, which appears in the Re-Entry Phase section, should serve to illustrate the flavor of the book:

....he had not had a hamburger in two years. But the sight of fast food woke a memory in him. As he watched the disc of meat slide down a chute to be bunned, giftwrapped, and clamped in to a small Styrofoam valise, he treated me to a meticulous description of the method of cooking in Samoa. First, stones were heated, he said, then the hot stones buried in a hole. The uncooked food was wrapped in leaves and placed on the stones. More hot stones were piled on top. Before he got to the part where the food, stone, and leaves were disinterred, I said, "I understand that's called labor intensive, but it doesn't sound terribly effective."

He gave me an odd look and excused himself, taking his little valise of salad to the drinking fountain to wash it.

"We always wash our food before we eat."

I said, "Raccoons do that!"

It was meant as encouragement, but I could see I was not doing at all well.

Get this book. Read it in whole or in part. Relive your foreign experience or have one vicariously. It's art, it's reality, and it's fun.

About the Reviewer: Dan Robertson is Director of the English Language Program at West Texas University.

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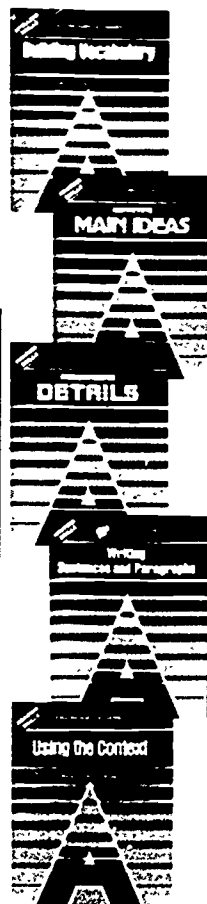
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ENGLISH FOR SPECIAL PURPOSES IN THE MIDDLE EAST & NORTH AFRICA has available a bulletin published twice a year. For information contact: ESPMENA, ENGLISH LANGUAGE SERVICING UNIT, Faculty of Arts, Khartoum University, P.O. Box 321, Khartoum, The Sudan.

* For Your Information

Editorial Note

The February *TESOL Newsletter* will include special information on summer programs. People in charge of such special institutes are requested to send information to the *TN* office by the earliest possible date.

The February *TN* will also have an article on English Language Teaching pedagogy, an editorial explanation of what desktop publishing is about, teaching ideas, and much much more.

The large number of job openings and the convention business have taken up a lot of the space in this issue. I think the type is too small in many sections of the newsletter, but there is so much to pack into thirty-two pages! And, please, bear with me; I'm still learning a lot about this business.

REMEMBER: The TESOL Summer Institute is in Flagstaff, Arizona in the summer of 1988. Think of it: Ideal weather, the Grand Canyon, big names, good times, lots of learning. Watch for more information in the February issue.

Anatolia College, Thessaloniki, Greece, seeks experienced teachers of English language and/or literature for six-year secondary program, levels—elementary to proficiency. Applicants must have degree in English and US state secondary English teacher certification. Graduate training in English or applied linguistics/TESL, overseas teaching experience and extra-curricular interests and experience are preferred. Tax-free salary; three-year contract; rent-free, furnished, maintained campus housing; transportation and shipping allowance; Blue Cross/Blue Shield health and hospitalization insurance; tuition costs for dependent children. Send complete resume and supporting documents to Michael R. Bash, Anatolia College, PO Box 10143, 541 10 Thessaloniki, Greece.

English School of Osaka, Japan seeks full-time ESL instructors. ESO is recognized for its dedication to students and quality teaching. Instructor must provide a basic knowledge of eclectic instruction, be familiar with structural and phonetic problems of Japanese students, and speak and understand Japanese at an intermediate level. MA in TESOL is not required. We offer an opportunity to contribute to a progressive, rapidly expanding school and work with seasoned, creative professionals. Applicants should send resume with recent picture, cassette tape with self introduction, transcripts and names and addresses of three references to: English School of Osaka, 49 Higashi-Shimizu-machi, Minamiku, Osaka, 542 Japan. Phone: (06) 245-245-4919

Language Institute of Japan, Odawara, Japan seeks an Instructor of English language, Communications, and Cross-Cultural Skills. Qualifications: Degree in English, ESL, International Relations, Government, Business. MA, minimum of two years teaching experience preferred. Responsibilities: residential, total immersion program for businessmen from top Japanese companies. Small classes (8). Some teaching in community program. Residential duties (meals, sports programs, evening programs, etc.) in addition to classroom duties. Personal contact outside the classroom emphasized. Benefits: 317,000 yen per year, subsidized board, excellent location near mountains and sea. Additional bene-

Jobs

fits. Contact Address: John Fleischauer, Director, LIOJ, 4-14-1 Shiroyama, Odawara, Kanagawa, Japan 250.

Gifu College of Education, Gifu, Japan One permanent position for professor, assistant professor, or lecturer to teach EFL at various levels. May start teaching anytime from April 1988 to April 1990. MA or PhD in a related field and teaching experience required. Must be 67 or younger as of April 1, 1988 (retirement at 72). Salary depends on qualification and experience. Full benefits. Send vita, list of publications, photo and 5-minute audio cassette describing your recent research activities (and statement of present income if consideration desired) by January 8, 1988, to: Takafumi Hirose, Chairman, Department of Foreign Languages, Gifu College of Education, 2078 Takakuwa, Yanaizu-cho, Hashima-gun, Gifu-ken, 501-61, Japan.

Korea, Samsung Group Hiring English teachers to start January 1988 and July 1988 for a one-year contract. Competitive salary, round-trip airfare, partial health insurance, six weeks paid vacation, furnished housing and transportation. Contact: Dr. Mazzara, 201 592-7900, and leave message.

Pusan, Korea, ESS Foreign Language Institute Seeks ESL teachers. Requirement: BA/MA in TESL or related field. Responsibilities: teach five or six 50 minute classes per day, five days per week. Sometimes special lectures on Saturdays. Salary ₩8,000 per hour for BA (approximately ₩1,050,000 per month equivalent to US \$1,300) and ₩9,000 per hour for MA (approximately ₩1,180,000 per month equivalent to US \$1,470), but the amount is worth, in effect, much more due to the lower cost of living in Korea. Benefit: Housing provided. Yearly raise of ₩1,000 per hour. Write with resume and recent photo to Kim, Dae-chol, Director, ESS Foreign Language Institute, 2, 2-ka Kwangbok-dong, Jung-ku, Pusan, Korea.

The American University in Cairo, Egypt seeks 1) Director of English Language Institute to supervise TEFL MA program and intensive English language instruction for students improving their English to qualify for degree program admission, and to teach one or two courses per semester as needed. Area of specialization in TEFL open. PhD and appropriate university-level experience required. 2) Linguistics/TEFL: One faculty member to direct MA in TEFL thesis and to teach in at least three of these areas: language acquisition, teaching methods, phonology, syntax, contrastive/error analysis, psycholinguistics. PhD required. 3) Two experienced English Language Teachers to teach intensive remedial English for academic purposes to undergraduates just admitted to the university and/or graduate students who must improve their English to qualify for degree program admission. MA in TEFL required. 4) Freshman writing program: one or more faculty to teach writing, rhetoric, and introduction to research. MA in TEFL or English literature required. All positions two-year appointments (renewable) beginning September 1988. Rank, salary according to qualifications and experience. For expatriates, housing, roundtrip air travel, and partial school tuition for children included. Write, with resume, to Dean of the Faculty, The American University in Cairo, 866 United Nations Plaza, New York, NY 10017 before February 28.

University of Alabama, Tuscaloosa, Alabama, USA Teaching assistantships at the English Language Institute and for English Department freshman composition courses for non-native speakers. Must be admitted to MA-TEFL program. Positions available August, 1988. For information on MA program and assistantships contact: Director of Graduate Studies, English Department, The University of Alabama, Drawer AL, Tuscaloosa, Alabama 35487, USA Telephone: 205 348-5065. AA/EOE

San Jose State University, in San Jose, California USA Full-time temporary position in TESL. Starting August, 1988 (possibility of it being converted to tenure track).

Continued on next page



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ENGLISH LANGUAGE CENTER

Since 1963 the E.L.C. has been responsible for preparing approximately 1,000-1,400 male students per year for study in all-English-medium technical courses leading to the B.S. degree in science, engineering or management. The Center currently employs some 70 teachers (American, British, Canadian, Australasian and Irish) and is expected to expand. The program is biased towards English for academic purposes. Well-equipped language labs, 5 audio-visual studios and 60 IBM PCs for CALL use form part of the technical equipment available.

We have opportunities for well-qualified, committed and experienced teachers of English as a Foreign Language as of September 1988. Applicants should be willing to teach in a structured, intensive program which is continually evolving and to which they are encouraged to contribute ideas and materials.

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Requirements: PhD, ability to teach TESL theory, methods, and testing; second language acquisition; supervision of ESL student teachers; English grammar for credential candidates; introduction to linguistics and general education courses in linguistics and English language. Send application (CV, reprints, and names and addresses of five references) by February 15, 1988 to Chair, Search Committee, Linguistics Program, San Jose State University, San Jose, California 95192 USA. AA/EOE.

California State University, Los Angeles, CA. Tenure-track position with responsibilities for teaching courses in professional preparation program for TESOL. Duties: advise students, coordinate field-work experience, assist MA thesis students, serve on campus committees. Qualifications: earned doctorate or ABD in applied linguistics or related field, expertise in theory/methods of second language teaching, second language research, and applied linguistics required. Teaching experience in ESL required. Teaching experience in higher education including the supervision of teachers and/or student teachers; second language fluency; research, grant-writing, publications desirable. Deadline, February 15, 1988. Send letter of intent, CV, transcripts, three letters of reference to Dr. Marilyn W. Greenberg, Division of Curriculum and Instruction; CSU—LA, 5151 State University Drive, Los Angeles, CA 90032 USA. Telephone: 213 224-3765.

Eastern Michigan University, Ypsilanti, Michigan, USA. Tenure-track for fall 1988, teaching and advising ESL and graduate ESL students. PhD, required prior to September 1988, with concentration in TESOL/SLA. Successful teaching experience in ESL and TESOL training program required. Active participation expected in departmental and professional activities. Experience with ESP courses, CAI, public school and overseas teaching, and knowledge of a foreign language desirable. Application deadline March 15, 1988. For consideration, submit detailed CV, updated transcripts, and three reference letters. Initial screening planned prior to TESOL Convention in Chicago. We offer an excellent benefit package and salary commensurate with experience. We take pride in the pursuit of our affirmative objectives and encourage qualified women and minorities to consider this opportunity. Send your materials to Position FL, in care of Jean Bidwell, Department Head, PO 920, Human Resources, Eastern Michigan University, Ypsilanti, Michigan 48197 USA.

Vinnell Corporation, Riyadh, Saudi Arabia, for the Saudi Arabian Army National Guard Modernization Program. Experienced language instructors are invited to apply for vacant positions in Defense Language Institute American Language Course training program. Starting monthly salary \$2688.00 plus vacation travel allowance. Self-contained company compound provides transportation, full room and board, private room, housekeeping and laundry services. Athletic and recreational facilities are extensive, as are social services, which include medical care, travel agent, print and video libraries, cable television and radio stations, APO, and regular air-freight privilege. Apply with CV, copies of degree(s), teaching certification, transcripts and letters of reference to Vinnell Corporation, Chief Recruiter, S.A. Howell, 10530 Rosehaven Street, Suite 100, Fairfax, Virginia 22030 USA.

Escuela Xicalango, Cancun, Mexico. We are looking for a teacher supervisor—school administrator for a sizable English language school for adults. Must be completely bilingual, have driver's license, plus considerable experience in both teaching and administration, preferably in Latin America. Send resume to D. Frisch, Director, Escuela Xicalango, Apdo. 354, Cancun, Q. Roo 77500 Mexico.

Queens College, City University of New York. Openings for one specialist in ESP and one specialist in composition/rhetoric to teach in MA-TESL Program in China, June 13-August 12, 1988. Teaching load is two six-hour sections of one course totaling twelve hours per week. PhD required. Salary 1500 Yuan per month plus vacation allowance. Roundtrip air transportation, housing, and health care provided for staff and spouses. Send resume to Howard Kleinmann, College English as a Second Language, 65-30 Kissena Boulevard, Flushing, New York 11367 USA. Telephone: 718 520-7754.

Northern Arizona University, Flagstaff, Arizona, USA. Seeks Associate Professor in Linguistics. Qualifications: PhD in either language or applied linguistics. Proven record of major publications and research expertise. Excellence as a teacher of both undergraduate and graduate students. Salary: \$36,000-40,000. Application deadline: January 31, 1988. Search will remain open until the position is filled. Northern Arizona University is a state institution of 13,000 students and 500 faculty members. The University and its faculty are committed to excellence in education. Women and minorities are encouraged to apply. Send letter of application, resume, complete dossier including letters of recommendation to Linguistics Screening Committee, English Department, Box 6032, Northern Arizona University, Flagstaff, Arizona 86011 USA. AA/EOE.

International University of Japan Lecturer/assistant professor opening in June 1988, for graduate school of International Relations and International Management. Duties: Teach nine hours a week, develop curriculum. Salary: 4-5 million yen/year, benefits. Requirements: MA or PhD in ESL or applied linguistics, experience with advanced students and academic writing, adaptability to rural environment, interest in politics, economics, management. Conditions: IUJ is English medium; students both Japanese and foreign are mature, 500+ TOEFL, highly motivated. Campus located in Snow country. Interviews will be held LSA/AAAL, SLRF and TESOL 1988. Send CV to Mark Sawyer, Director, English program, IUJ, Yamato-machi, Minami Utsunomiya-gun, Niigata-ken, 949-72, Japan.

Jakarta, Indonesia. English Education Center invites applications from ESL/EFL instructors with appropriate MA and overseas TESL experience. Duties at EEC's Modern Language Training Center include developing and teaching TOEFL preparatory program and occasional GMAT and GRE programs to Indonesians intending to study in the USA as well as general English classes for the public. Preference will be given to candidates with TOEFL experience. Two-year contracts with competitive remuneration package including round trip airfare, medical benefits, and assistance with housing and local transportation. Send resume, recent photo, availability date, copies of relevant qualification documents, and names and qualification details of three professional references to The Director, EEC, JL. LET JEND. S. Parman 66, Slipi, Jakarta 11410, Indonesia.

The Saudi Maintenance Corporation, under contract with the US Army Corps of Engineers seeks English language instructors with 4-10 years experience to teach in Saudi Arabia. Needed immediately. Must have bachelor's degree in English, two years' teaching experience in a foreign country—where primary duties consisted of teaching English as a second language, and certification in TEFL. Peace Corps experience desirable. Excellent salary, 30 days paid vacation annually, round-trip transportation, housing, and meal allowance, numerous other benefits. Send highly detailed resume showing all skills and experience in chronological order include training certificates, diplomas and supporting documents to STYANCO Services Corporation; 15401 Vantage Parkway West; Suite 100; Department EL01; Houston, Texas 77032 USA.

The Pennsylvania State University, University Park, PA. Penn State seeks applications for assistant professor, tenure-track position in ESL for Fall, 1988. Specialty in program administration, second language acquisition, language policy, K-12 TESL/TEFL methodology or computer application required. Interests should reinforce other areas in speech communication curriculum. Background in teaching assistant training helpful. Duties: Teaching courses in SLA, linguistic structures for ESL and areas of specialty as well as supervision of graduate assistants, service on advisory committees, and involvement in program administration. Qualifications: PhD, strong research credentials, evidence of teaching competence, overseas teaching experience, and ability to direct graduate student research. Application requirements: Formal letter of application, current CV, and minimum of 3 letters of recommendation from qualified references. Please send to Professor Herman Cohen, Chair, Search Committee Box 5; Department of Speech Communication; The Pennsylvania State University; University Park, PA 16802. Applications considered through January 15, 1988, or until qualified candidates are identified. AA/EOE.

City College of New York, New York City, USA. Associate or full professor appointment in newly created Department of ESL. Doctorate in TESL, Applied Linguistics, or related field. We are looking for an accomplished teacher and scholar who has experience and interest in program development and leadership. Undergraduate and graduate teaching with opportunities for research in an urban setting. Salary from \$38,812 to \$58,167, depending on qualifications and experience. CUNY benefits. AA/EOE employer. Send CV and dossier by February 15, 1988 to Professor Nancy Lay, Department of ESL; City College of New York; Convent Avenue and 138th Street. New York, NY 10031 USA. Telephone 212 690-6674 or 212 690-8478.

Queens College, City University of New York. Openings for generalists to teach applied linguistics courses in MA TESL Program in China for 1988-1989 academic year, September-June. Teaching load is two courses per semester totaling eight hours per week. MA required. Salary 1100 Yuan per month plus vacation allowance. Roundtrip air transportation, housing, and health care provided for staff and spouses. Send resume to Howard Kleinmann, College English as a Second Language, 65-30 Kissena Boulevard, Flushing, New York 11367 USA. Telephone: 718 520-7754.

The University of Arizona, Tucson, Arizona. Linguist, Full Professor (tenured), with interests in theories of linguistic structure (and/or the study of language in literature, discourse analysis, theoretical and applied topics bearing upon ESL) and with responsibilities to include ESL graduate courses: second language acquisition theory and methods, modern grammar and language use. Deadline is November 30, 1987 or until position is filled. Please send letter of application and CV to Gerald Monahan, Head, Department of English; Modern Languages Building, Room 445; The University of Arizona; Tucson, Arizona 85721. The University of Arizona is an Equal Opportunity/Affirmative Action Employer.

United States Information Agency (USIA), Washington, DC 20547 USA. ENGLISH TEACHING OFFICER POSITION (ETO) Qualifications, MA or MS in TEFL/TESOL or applied linguistics, five years' institutional teaching experience, in English as a foreign language (EFL) or in an allied field, at least two years of which were overseas, and at least two of which were in teacher training or academic administration. At least two years of college level training in a foreign language, or a demonstrable fluency in a foreign language. ETO's are foreign service specialists assigned to an overseas USIS post as country or regional officer. Salary is \$28,640+ foreign service benefits. Send current resume to E/CEP, Room 304; USIA, 301 Fourth Street SW, Washington, DC 20547 USA by February 15, 1988. AA/EOE.

Job Notices Information

Institutional and commercial members of TESOL may place 100-word notices of job openings, assistantships, or fellowships without charge. For all others, the rate is \$50 per 100 words. For institutional, commercial, and non-institutional members, the 100-word limit is exclusive of the contact address and equal opportunity/affirmative action designation (EOE/AA) where applicable. Beyond the limit of 100 words, the charge is \$1 US per word. Type ads double spaced; first list institution and location (city and/or state/province and country); title and/or position; qualifications sought; responsibilities; salaries/benefits; resume, references, etc; application deadline; contact address and telephone if desired; and AA/EOE (where applicable). Do not underline words or phrases; avoid abbreviations. Send three copies five to six months in advance of application deadline to TESOL Publications; 1118 22nd Street NW; Washington, DC 20037 USA. Late job notices are accepted if there is space. Call TN Editor at 602 523-4913.

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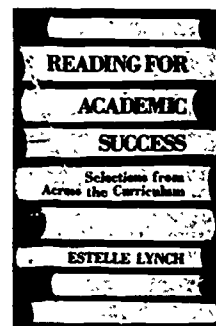
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